REPORT RESUMES

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REPORT AND EVALUATION ON "WHEN IS SEPTEMBER."
BY- DUROST, WALTER N.
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TWENTY 30-MINUTE TELEVISION PROGRAMS WERE PRODUCED ON FILM IN THE PERIOD FROM MAY 11 TO AUGUST 3, 1959, FOR THE PURPOSES OF (1) ACQUAINTING THE YOUNG CHILD PRIOR TO ENTERING THE FIRST GRADE AS TO THE NATURE OF THE NEW ENVIRONMENT HE WILL ENCOUNTER, (2) ENCOURAGING THE DEVELOPMENT OF PROFICIENCY IN CERTAIN BASIC TASKS AND SKILLS FOR GROUP LIVING IN THE FIRST GRADE, AND (3) ORIENTING PARENTS ON THEIR RESPONSIBILITIES, AND THE ROLES OF THE TEACHER, PRINCIPAL, AND ADMINISTRATIVE STAFF. AN EVALUATION OF THE PROJECT WAS MADE IN FOUR MAJOR CATEGORIES--(1) OPINION POLLS OF PARENTS WHO PARTICIPATED IN THE SERIES, (2) OPINIONS OF FIRST-GRADE TEACHERS, (3) A COMPARATIVE STUDY OF CHILDREN WHO PARTICIPATED AND A MATCHED GROUP OF CHILDREN WHO DID NOT PARTICIPATE, INVOLVING EVALUATIVE TESTS AND DEVICES, AND (4) AN EVALUATION OF THE PROJECT BY THE SCHOOL PRINCIPALS. IN SPITE OF A LARGE NUMBER OF OBSTACLES ENCOUNTERED, IT WAS CONCLUDED THAT SUCH TELEVISION EXPERIENCE CAN CONTRIBUTE NOTABLY TO THE ADJUSTMENT OF CHILDREN IN SCHOOL IF PROPERLY PLANNED, AND IF THOSE FOR WHOM IT IS DESIGNED ARE MOTIVATED. A NUMBER OF RECOMMENDATIONS WERE MADE FOR FUTURE ACTION. (JC)

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"WHEN IS SEPTEMBER?"

An Experiment in the Provision of Pre School Experiences Via Educational Television to Orient and Motivate Children Entering Grade One and to Facilitate Their Adjustment to Group Activities

FLOYD T. CHRISTIAN, *Superintendent*
PINELLAS COUNTY BOARD OF PUBLIC INSTRUCTION
CLEARWATER, FLORIDA

REPORT AND EVALUATION ON

"WHEN IS SEPTEMBER?"

Title VII Project Number 120
National Defense Education Act
Grant Number 708004.09

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Pinellas County, Florida

Grant to the Board of Public Instruction,
Pinellas County, Florida
1959-60

ACKNOWLEDGEMENTS

The acknowledgement page provides the principal investigator with an opportunity to "speak for himself" so to speak.

First I should like to express my appreciation to the Board of Public Instruction, Mr. Christian, Superintendent, Mr. Kinnick, Assistant Superintendent for Instruction, and all the other members of the employed staff of Pinellas County schools who contributed so generously their time and effort to make this project successful. It must be remembered that for these people this was an additional responsibility on top of a schedule already full to overflowing.

I want to express my thanks to the Board of Public Instruction also for their willingness to invest in the camera equipment necessary to carry out this project especially since this also was an unbudgeted item.

It is my very real pleasure at this time to acknowledge my deep sense of personal gratitude and indebtedness to Mr. James B. Purcell who devoted himself with completely unrestrained energy and zeal to the completion of this project and showed, in the process courage, initiative, and imagination in meeting and overcoming difficulties.

Mrs. Eleanor Ladd who handled Part Two of the program did so with imagination and infinite patience. To her much credit must go for the soundness of this section of the program.

I should like to express my appreciation to the steering committee who helped to make this a project which represented the thinking of a wider group of individuals than those specifically named above.

It would be impossible to name personally all the other individuals in the Educational Services Division who were involved in one stage or another of the project, but certainly one additional individual must be named, Mrs. Evelyn Acklin, my indefatigable secretary who did so much along with her other duties to keep this project moving ahead steadily.

In conclusion, the writer would like to express his continued faith and confidence in educational television as a medium of instruction, being fully aware of the fact that a program of education is obviously necessary to convince the viewing public that they should spend their time watching this type of program instead of some of the commercial programs which confessedly may be more entertaining, if not more instructive.

Walter N. Durost, Ph. D.
Principal Investigator

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CHAPTER I

DESCRIPTION OF THE PROJECT

Perhaps this project is initially best described by quoting directly from the project application as submitted to the United States Office of Education, under the Provisions of Title VII of the National Defense Education Act. The project title and the statement of the project are quoted in full below.

I. Project Title. The Provision of Pre-School Experiences via Educational Television to Orient and Motivate Children Entering Grade One and to Facilitate their Adjustment to Group Activities.

II. Problem. With the disappearance of kindergarten from the educational program in many communities including Pinellas County, first grade teachers have been forced to assume the added burden of helping young children to make their first adjustment to group activity. This project proposes to provide some experiences via educational television which will speed up this group adjustment.

This list of activities and program possibilities below will give some idea of what is in mind.

Each program would devote a portion of time to informing parents about such important phases of a near-six year old's needs and capacities as the following:

A. The child should be taught his full name. If he commonly uses a nickname, the difference should be fully explained at home.

B. His address and telephone number should be memorized.

C. He should understand thoroughly how he is to get to school and how he is to return from school. If he is to walk, the parent should walk the route with him frequently showing him how to proceed at danger spots.

D. He should be impressed with the fact that he always goes straight home (or other designated place) from school before playing.

E. Parents will be told what to expect from a beginning first grader. For example, he will not come home ready to read the first day of school.

F. Children are far-sighted and the eyes of a six year old are not equal to sustained close work.

G. The value of a pleasant, orderly, punctual routine could be stressed and examples of both types of morning preparation for school filmed for presentation.

H. Having his lunch money ready when it is due adds to the child's security in school.

I. The fact that the parent's attitude toward school is mirrored in the child should be stressed.

J. Labeling clothing with child's name is important.

K. Necessity of health exam and immunization shots.

L. Forms necessary, etc., e.g. birth certificate or record of birth. (This could go on forever. Much ground work can be laid in helping parents understand the individual differences and the process of child growth and development.)

That portion of the program devoted to the children each day would include the actual giving of directions for the child to follow at home. Listening is an acquired skill in which there are many levels of proficiency. The child might take part in activities similar to the following:

A. Hanging up coats and hats
B. Tying shoelaces
C. Zipping zippers
D. Buttoning buttons
E. Simple rhythms
F. How to handle a small chair safely
G. How to handle blocks
H. How to look after one's own possessions

There are unlimited understandings of group life which will facilitate the adjustment of the beginning first grader and add to his sense of belonging. All activities will be so handled as to capitalize on the first grader's natural sense of wonder and anticipation about going to school. For example:

A. An explanation and demonstration of what happens when everyone talks at once.
B. Examples of a desirable and an undesirable atmosphere in which to work.
C. Need for courtesy in group life. (Shots of very courteous behavior.)
D. Fun of making new friends and how to do it.
E. Examination of furniture and its uses. (i.e. pockets on sides of tables, etc.)
F. Bathroom rules.
G. Lunchroom procedures.
H. Preparation for new, untasted foods.
I. Learning procedure for buying lunch.

J. Library.

K. Playground and use of play equipment.

L. Audio-visual facilities.

M. Need for order and neatness.

N. Fun of sharing.

O. Whole series of shots of children participating in the usual variety of experiences during a typical day in first grade.

P. Fire drill.

Q. Keeping healthy at school.

R. Meeting a school nurse, etc.

S. Simple safety rules.

T. Explanation of recess.

U. Examples of such activities as puppets, dramatization, finger play, rhythms, etc.

III. Objectives. More generally stated, the objectives of this program are as follows:

A. To acquaint the young child as to the nature of the new environment in which he is going to be thrown.

B. To encourage the development of proficiency in certain basic tasks and skills essential for group living in the first grade.

C. To orient parents, especially those having children entering school for the first time concerning what they may expect, what their responsibilities are, and what the relative role is of the teacher, the principal, and the central administration staff.

IV. Procedure. In implementing this project every attempt will be made to utilize to the full the unique possibilities of educational television as a medium of communication. To the maximum extent possible we wantto take advantage of this medium to present to the child in the home what the inside of a classroom actually looks like, the way children are grouped for various kinds of learning activities, what the housekeeping and the "home-away-from-home" aspects of the classroom are, and what duties and responsibilities we expect of the child functioning in a group learning situation.

Every attempt will be made to assure that the parts of the program intended for the children are entertaining and enjoyable as well as informative in order that we may create in the mind of the child strong motivation to want to attend school.

A. Schedule. It is proposed to telecast this program from 9:00 to 10:00 a.m. (or a more suitable hour) during the month immediately preceding the opening of school. We are thinking in terms of approximately twenty hours of telecasting, about 50% of which will be pre-recorded on motion picture film or video tape. The remaining portion would be live and would involve various members of the administrative and instructional staff.

B. Facilities. Pinellas County is particularly well qualified to undertake and carry through such a project, inasmuch as facilities are available through Station WEDU, Channel 3 for broadcasting. The detailed planning involved would be shared by the counties served by this station, and each county would participate to the extent decided upon as a result of our conferences and pre-planning sessions. Pinellas County, however, will accept full responsibility for the implementation and evaluation of the project. It is anticipated that provisions can be made for recording the necessary classroom sequences without much difficulty on tape or film.

The staff of Educational Services Division is competent to carry out the necessary evaluations, and, in addition, a complete IBM installation is available for facilitating the statistical analysis and summarization of data.

C. Evaluation of Outcomes. The evaluation of the outcomes of this research would fall into four major categories as listed below.

1. Opinion polling of parents who have participated as to the value of the series and what suggestions they may have for improving future programs. This information will be obtained at the time the parent enrolls the child in school.
2. The opinion of first grade teachers as to the effectiveness of the program in improving the orientation of first grade pupils to the classroom situation. This opinion polling would be done for a "jury" group at the end of the telecasts and for all teachers at the end of approximately one month of school.
3. A comparative study of children who participated and a matched group of children who did not participate involving the use of appropriate evaluation instruments, tests, (both locally made and standardized) sociometric devices, etc.
4. The evaluation of the project by the principals of the

schools in the counties participating in the program as to noticeable improvement in the rapport with parents as a result of this program.

D. Methods of statistical analysis. The statistical analysis called for in this case is simple with the exception of the comparative study of school achievement. For the most part the analysis of opinionnaires used involves simple tabulating and cross-tabulating of the information collected. In the case of the measurement of school achievement for matched groups of pupils, suitable techniques will be employed such as analysis of variance and, where feasible, correlational techniques. Not only will gross scores be considered, but item analysis will be made of the instruments employed to see if there are differences in specific learnings which may reasonably be ascribed to the pre-school experience.

E. Approximate time schedule. It has been indicated that this will be a twenty-hour program and it is hoped to begin telecasting early in August and to complete the programs as near the time school opens as possible. Preparation for these programs including making of film or video tape must be done during the latter part of the school year 1958-59 and, to some extent, during the summer months. The evaluation of outcomes will take place during the first semester of 1959-60, and the preparation of summaries and reports will be done during the second semester of that school year.

END OF QUOTATION

(See Appendix for the complete application.)

It should be immediately emphasized that this proposal was never thought of at any time as an attempt to replace the kindergarten. Instead, it was an attempt to compensate for the absence of kindergarten experience, this absence already being an accomplished fact. Kindergartens have not existed in Pinellas County for approximately seven years, having been forced out of the educational program by the extraordinary demand for classroom space and instructional personnel, arising from the phenomenal growth of the county school population. There is no immediate possibility of the re-establishment of kindergarten until there is some leveling off in this growth which appears not to be likely in the next decade. Hence, the Title VII Project was bona fide attempt to contribute to the solution of the problem as stated in the title quoted above.

A Basic Assumption in This Project

A basic assumption was made in formulating the proposal and carrying it through to a completion, which is subsequently open to some question. This assumption is that amateurs in this new communication medium of television can do an adequate job of program preparation with a minimum amount of technical assistance from persons who are specialists in the area. Certainly the record shows that a group of highly motivated individuals can produce an enormous amount of material in a relatively short time. Twenty half-hour television shows were produced on film in the period from May 11 to August 3, when the first program went on the air. No one except a group of rank amateurs, who did not know any better, would have attempted any such production schedule.

Personnel Involved in Producing the Film

In order to give some idea of the training and experience of the group responsible for the production of the filmed portion of the series, somewhat detailed descriptions of these individuals follow.

The director of the project was Dr. Walter N. Durost. Dr. Durost has a Ph.D. degree from Teacher's College, Columbia University, was Director of the Division of Research and Test Service at World Book Company for eleven years, Associate Professor of Education at Boston University for four years, and Director of the Test Service and Advisement Center since 1952. Since 1954 he has spent increasing amounts of time in Pinellas County where he is now Director of the Division of Educational Services. Included under his supervision is group testing, individual testing, guidance, research, and corrective instruction in reading. Dr. Durost is co-author and general editor of the Metropolitan Achievement Tests series, 1958 revision, editor of the Evaluation and Adjustment series of High School Tests, co-author of the Essential High School Content Battery, the Pintner-Cunningham and Pintner-Durost General Ability Tests, and a number of other test publications. In the course of his experience he has worked with the construction, validation, and standardization of every type of published standardized test, and has directed standardization programs involving the testing of conservatively a million and a half children at all grade levels and in all parts of the country.

As one project of the Educational Services Division Dr. Durost planned and carried out a televised series on Measurement entitled "Testing at Work" which was telecast over WEDU. This consisted of forty half hour programs, half of which were lectures with suitable visual material and half panels and interviews with people working in measurement, using tests, or notable for achievement in this field.

The producer of the motion picture segment of the project was James B. Purcell, Psychologist, Educational Services Division, Pinellas County, Florida. Mr. Purcell has a Masters Degree from Stanford University, was a Ford Foundation Fellow in Educational Psychology at Stanford, and has had experience as a teacher, clinical psychologist and school psychologist in California and Florida. Mr. Purcell's avocation for several years has been free lance writing of continuity for commercial television. Under the direction of Dr. Durost he has been applying this ability to educational television. He was producer of the forty television programs coordinated by Dr. Durost, depicting the principles and practices of group and individual testing telecast over WEDU-TV, and has worked with other agencies and persons in the Tampa Bay area as a script writer.

Mr. John Cosgrove, Jr., the photographer and director of the filmed portion, is employed by Station WTVT, a local commercial television station, as cameraman. He has had experience as a commercial cameraman in television for the past six years. He is also a graduate of Brown University. Previous to this he was a cameraman for the U.S. Army in the European Theater.

Mrs. Laura Jean Bailey was the television teacher. Mrs. Bailey has been teaching in the Pinellas County schools for the past twenty-five years. She is at present a reading specialist and consultant in the county. She received an A.B. in Education at Maryville College, Maryville, Tennessee.

Mr. William Coletti, of the WEDU staff was the television program director. Mr. Coletti is a program director at WEDU-TV. He has been working in radio and television for the past seven years. He is a graduate of the Bishop-Lee Radio-Theater School in Boston.

The Functions and Composition of the Steering Committee

Almost the first organizational step taken after the project was approved was the formation of a steering committee. The purpose of this committee was to formulate basic policies, to advise on the recruitment of personnel, and to determine within broad limits the content of the programs, using as a starting point the ideas listed above in the original proposal. While the active members of this committee varied as the project moved ahead, the following list will indicate the representativeness of its personnel:

Mrs. Eleanor Ladd, Coordinator, up-County Reading Clinic
Miss Jane Fels, Teacher, Skycrest Elementary School
Mrs. Lottie Jamerson, Teacher, Jordan Elementary School
Miss Ruth Jefferson, Executive Secretary, Pinellas County License Board for nursery schools and kindergartens
Mrs. Beatrice Lewis, Principal, Curtis Elementary
Mrs. Gladys Nash, Principal, Azalea Elementary
Mr. James Purcell, Psychologist, Educational Services Division
Dr. Walter N. Durost, Director, Educational Services Division
Dr. Thelma Voorhis, Psychologist, Educational Services Division
Mrs. June Watson, Teacher, San Jose Elementary School
Miss Marion Watson, Assistant Director, Elementary Curriculum, Administration Building

One of the major contributions of the steering committee was the selection of a group of first-grade teachers to assist in the preparation of scripts. The names of these teachers also are listed below:

Miss June Watson, San Jose Elementary School
Miss Jane Fels, Skycrest Elementary School
Geneva Smith, Skycrest Elementary School
Okla B. Hawkins, Pasadena Elementary School
Iris W. Peelle, Pasadena Elementary School
Patricia Giles, Tarpon Springs Elementary School

Kathryn Larkin, Pinellas Park Elementary School
Wilma P. Noble, Shore Acres Elementary School
Helen Kessler, North Ward Elementary (St. Petersburg)
Elizabeth Kneeland, Gulfport Elementary School
Barbara J. Sewell, Forest Hills Elementary School

Local and out-of-state consultants.

Special note should be made of the contributions to the program of Mrs. Roberta Kirwin, a program director at Station WEDU, and formerly a primary grades teacher. Her extensive knowledge of content and methods in primary education combined with her knowledge in the field of television made her help especially valuable. Out-of-state consultants included the following:

Dr. Richard Madden. Dr. Madden, formerly Dean of Graduate Studies at San Diego State College in California, and now Professor of Education in the same institution is an author of the Stanford Achievement Test, an author of arithmetic and spelling textbooks, and is nationally known as a consultant in elementary education. Dr. Madden reviewed the scripts prior to the actual production of any program with the primary purpose of helping us free them from any definite provincialisms as well as rendering critical judgment concerning their validity and applicability of the content.

Dr. Mary McGauvran. Dr. McGauvran, Dean of Women and Professor of Education, Lowell State Teachers College, Lowell, Massachusetts, teaches Child Growth and Development, Methods in Primary Education, and Educational Measurement, and supervises practice teaching. Dr. McGauvran's teaching experience was all in the primary grades and mostly in grade one. Just prior to joining the faculty of Lowell State Teachers College she was employed in Newton, Massachusetts, as a first grade teacher where she had the rating of Master Teacher, a status granted only after nomination and examination by members of the administration and faculty of the local school system. Dr. McGauvran received her Doctorate in Education from Boston University.

She reviewed the scripts from much the same point of view as Dr. Madden, but also came to Pinellas County to act as a member of the film editing committee, bringing to this group the point of view of a person from a different section of the country.

Other personnel involved

Thirteen first grade teachers and over 400 children in their classes participated in the production of the films. The principals of the various schools involved, their secretaries, and faculties, all were very helpful. Special note should be made of the cooperation of Mr. Thomas C. Todd, principal of Ponce de Leon Elementary School, whose school was used for a substantial amount of the filming done after schools were closed.

CHAPTER II

PUTTING THE SHOW TOGETHER

The first informal notification that the Title VII project had been approved by the Advisory Committee was received on March 21, 1959, in a personal conversation with Dr. Roy Hall at the time of the Florida Education Association meetings in Tampa, Florida. At that time it was not possible to say just when official notification would be received or when funds would be forthcoming. Dr. Hall and the principal investigator discussed the matter of the budget but in absence of any additional information not previously available it was not possible to modify it in any way. The period of approximately the next two weeks was spent in planning the necessary machinery to produce the program. This involved some soul searching discussion as to the feasibility of carrying through the study at all during the school year 1958-59 because of the shortness of time remaining in the school year. There were strong arguments in favor of and against immediate implementation with the idea that if the project was not done during the current school year it would be postponed until the school year 1959-60 with the programs being aired in August, 1960. The following is a summary of the arguments in favor of and opposed to going ahead with the program.

Arguments in Favor of Waiting

1. The Junior College studio of Station WEDU was still operating more or less in the "shake down" stage. Technical staff was getting acquainted with the equipment and with the personnel with whom they would have to work in the schools. The station was not operating at optimum power and plans to install an amplifier which would boost the power very substantially were

still unrealized. The schedule for the installation of this amplifier anticipated that it would be available before the time this show went on the air, but it subsequently proved not to be the case. The amplifier was not installed until the program was in its third week or more than half of the allotted time. This, of course, could not be known at the time the decision had to be made.

2. More time for planning and for staffing the project would be highly desirable. Staffing the project at the last moment would mean making some compromises which could be avoided if more long range planning were possible.
3. More time for preparing the teaching and administrative staff for participation not only in the preparation of the films, but in viewing the programs and in the subsequent research and evaluation was a powerful consideration in favor of waiting. This proved to be a very important consideration indeed as will be revealed in the inadequacies of the subsequent data collection.

Arguments Against Waiting

1. Strongly arguing against waiting until 1959-60 was the fact that there was a high level of staff interest in the project at the moment which might be dissipated if it were necessary to wait another full year.
2. It was known in terms of the testing schedule already planned that much of the basic test information would be available which might or might not be the case the following year since the testing program is planned on a year to year basis.

3. A new daily program involving a kind of "kindergarten of the air" was planned for Station WEDU to start in the fall of 1959. If this research had been carried out the following year, it would not have been possible to isolate the effects of the through-the-year program from the effect of the intensive August program. Perhaps this was the most important consideration in deciding to go ahead on schedule.
4. Finally, there was a feeling that with extraordinary effort the project could be carried through to completion in the time remaining. In other words, there was no firm basis for waiting unless the project could not be done in the time allowed, provided everything moved ahead according to a more or less rigidly fixed schedule.

Time Table of Events

In the listing below is a time table of events which includes the important dates for the duration of the entire experiment, not only those having to do with the initiation of the program. Occasional reference will be made to this list.

Time Table of Major Dates in the Title VII Project

When Is September?

Activity	Date
1. Unofficial notification of project approval	March 20, 1959
2. Date of letter giving official notification of project approval; not received in Pinellas County until early April.	March 23, 1959
3. First meeting of the steering committee	April 1, 1959
4. Purchase Order of camera equipment issued	April 24, 1959
5. First film shot in any school	May 11, 1959

6.	Dismissal of school for the summer vacation	June 4, 1959
7.	First film available for editing	June 26, 1959
8.	Last films shot with continuity teacher and special group of subjects at Educational Services Building	August 1, 1959
9.	First program on the air	August 3, 1959
10.	Final program aired	August 28, 1959
11.	Date of opening of the schools for the fall term 1959-60. First parent questionnaire completed	September 1, 1959
12.	Readiness tests administered throughout the county	September 8, 1959
13.	Questionnaire to all first grade teachers	September 15, 1959
14.	Random sample mail poll to 1,000 parents	December 7, 1959
15.	Pintner General Ability Test: Primary Test administered optionally through the county	March 14-21, 1960
16.	Follow-up questionnaire to teachers	March 17, 1960
17.	Interviews of 47 mothers of selected cases by psychologist	April 4-27, 1960
18.	Metropolitan Primary I Battery administered optionally	May 2, 1960

Method of Operation

It was decided that the permanent steering or advisory committee should represent the central office administration, the principals group and the classroom teachers. This advisory committee consisted of the following persons: Dr. Walter N. Durost, Miss Jane Fels, Mrs. Lottie Jamerson, Miss Ruth Jefferson, Mrs. Eleanor Ladd, Mrs. Beatrice Lewis, Mrs. Gladys Nash, Mr. James Purcell, Dr. Thelma Voorhis, Mrs. June Watson, Miss Marion Watson.

This committee, meeting for the first time on April 1, 1959, undertook to determine a systematic plan of operation and to determine the required personnel for the project.

The committee had for its guidance the application as submitted to the U. S. Office of Education and with this as a beginning point, the first step was to write down all of the activities which any member of the committee considered essential to a readiness program, especially those activities which they felt would capture parent as well as child interest over television. From this pool of ideas the beginning of a formal series of programs was roughed out.

Problems of staffing were discussed and the role of the coordinator, the producer, the cameraman, the TV director, the continuity teacher, etc., were outlined in more or less general terms. The coordinator of the program and the producer were left with the responsibility for making final staff arrangements.

A second meeting of the steering committee was held on April 13th for the purpose of discussing a format for the series of telecasts. After consideration of various possibilities, it was agreed that we would present twenty half-hour programs for children and twenty for their parents. The locale and number of schools to be represented in the filmed portion of the program was the subject of extensive discussion. Some felt that it would be wise to do each of the twenty programs in a different school; others felt that this would involve undue administrative difficulties. As it finally worked out, the number of schools that could be involved in the time available was ten, and even this number proved to be unwieldy.

One of the most serious problems facing the steering committee was the selection of the television teacher or continuity figure who would be involved in every program. It was decided to hold auditions for this job at the Junior College studio. A substantial number of teachers who were considered to be good possibilities were recruited to audition and the committee used a rating scale to evaluate the presentation of each teacher during a five minute closed circuit telecast in which the teacher told a short story of her own choice.

In selecting the continuity figure, the following traits were considered: quality of presentation, poise, voice quality and appearance on camera. The continuity teacher was the only member of the staff who was selected more or less directly by the steering committee. All other staff members were chosen by the chief investigator with the approval of the school administration.

All but four teachers of the larger group were eliminated and from these four the final choice was Mrs. Laura Jean Bailey, who was chosen not only in terms of her presentation, but because of her background of extensive experience as a first grade instructor and her specialized training in the field of reading. This proved to be subsequently a most wise choice.

Staffing Problems

The major staffing problem at the early stage of the project was, of course, to obtain the services of a competent cameraman who could also act as a director of the filmed portion of the programs. We were finally fortunate to obtain the services of the staff cameraman for Station WTVT who undertook to make the 20 shows on a contract basis. His work was to include shooting the film, preliminary editing of the developed films and the final organization of the film after the editing committee has reviewed the production.

The cameraman, of necessity, had to have assistance in managing the equipment when shooting was done on location and for a short time a member of the class in photography at the local industrial high school was recruited for this task. Later this job was handled by several persons including the producer. It is entirely possible that a more experienced person handling the audio controls would have realized the inadequacies of the recordings which were so painfully evident later but it is hard to see what could have been done about it even if this had been true. The single microphone was a definite limitation of the equipment which could not be immediately overcome. More of the shows could have been shot under better controlled conditions however if we had realized at this stage what was happening. Note in the Time Table on Page 17 that the first film was not received from the developing laboratories until June 26, after school was closed. This meant considerably more editing and refilming than had been anticipated.

The task of acting as producer of the shows and of coordinating the entire project at this stage was assigned to Mr. James Purcell as producer. The task of handling the live broadcasts portion of each hour long show was assigned to Mrs. Eleanor Ladd, Up-County Coordinator of the Reading Program, who had had considerable experience of a casual nature in television and who also was thoroughly familiar with the County's educational program. Mrs. Ladd worked closely with the continuity teacher and the producer in the development of the shows on film and then articulated her presentation for parents to the material presented during the first half hour. No systematic plan of the second portion of the show could be worked out prior to the time the motion pictures to be used in the first half could be viewed. In view of the time schedule, it was often necessary for Mrs. Ladd to develop her material almost on a 48 hour notice.

It was felt desirable to secure the services of outside consultants to review the scripts finally arrived at in order to be sure they were free of provincialisms in case the materials eventually were made available for wider distribution. For this purpose, two outstanding persons were recruited, Dr. Richard Madden of San Diego State College, California, and Dr. Mary McGauvran, Dean of Women, Lowell State Teachers College in Massachusetts. (See description of personnel in Chapter I.).

Production of the First Draft of the Scripts

In view of the shortness of time involved it was felt that the best plan for producing the scripts was to recruit the help of a corps of first grade teachers, each of whom would be assigned one program to prepare. In all, twelve first grade teachers cooperated in this phase of the task. Rough drafts of scripts, prepared according to carefully worked out directions, were submitted to Mr. Purcell for review and for revision in a form suitable for filming.

Eventually the following film schedule was developed:

May	7	Program	No.	14	Personal Items	June Watson	San Jose
	11	"	"	16	Number Concepts	Jane Fels	Skycrest
	12	"	"	18	Physical Education	Geneva Smith	Skycrest
	13	"	"	8	Science (continued)	Okla Hawkins	Pasadena
	14	"	"	12	Field Trip	Iris Peelle	Pasadena
	15	"	"	9	Safety	O. Hawkins	Pasadena
	18	"	"	5	Tour of Building	June Watson	San Jose
	19	"	"	4	Opening Exercises	Pat Giles	Tarpon Springs
	20	"	"	11	Rainy Day	Kathryn Larkin	Pinellas Park
	21	"	",	13	Fire Drill	Wilma Noble	Shore Acres
	22	"	"	15	Care of Classroom	Helen Kessler	North Ward (St. Petersburg)
	25	"	"	7	Science	E. Kneeland	Gulfport
	26	"	"	17	Activities	Barbara Sewell	Forest Hills

May	27	Program	No. 2	Registration Day	
	28	"	" 3	First Day of School	Laura J. Bailey
	29	"	" 6	Cafeteria	Laura J. Bailey
June	1	"	" 10	Library	Laura J. Bailey
	2	"	" 19	Health	Laura J. Bailey
	3	"	" 20	Evaluation	Laura J. Bailey
	4	"	" 1	Home	Mrs. Houk

It was proved necessary to depart from this tentative film schedule for a number of reasons during the course of the filming.

Actually, the first film was not shot until May 11, just 20 days before the end of school. This left not one extra day for re-filming in the event that something went wrong with the camera, the school schedule or one of the crew. Our worst fears in this respect were realized. The zoomar lens which had been purchased and used for the first program proved to be defective and the first week of filming in this field proved, for this reason, to be of poor quality. This was not known until the film came back from Byron Laboratories where it had been developed. This required re-filming a considerable portion of the earlier shows, using for this purpose a lens borrowed from Station WTVT.

Production Difficulties

Many production problems interfered with the realization of the schedule as set up. Although schools were alerted to the fact that films would be made, it was not always possible to do this filming at times when it was most convenient for the school and this meant interrupting the school schedule to the irritation and annoyance of staff members directly involved.

Extraneous noises proved to be most difficult to control, including such things as lawn mowers outside of classrooms and other loud and diverting sounds.

The construction of the classrooms which maximizes the light source on one side of the room made it difficult to get shots except in certain very restricted areas of the room. Sometimes it was necessary to shoot against a background of a light window with a result that a "soft" print was obtained which was sometimes not usable.

The equipment provided only for single microphone which was of the lavalier type. When the teacher wore the microphone hidden under her dress the result was muffled sound from the class itself. When an attempt was made to improvise a microphone boom by using a bamboo pole, this entailed physical difficulties which were hard to overcome. The modulation of the sound at the amplifier could only be done crudely and was necessarily done by rather inexperienced personnel.

The teachers were often stilted and unnatural before the camera largely because of lack of opportunity for rehearsal. The children themselves proved to be natural actors and provided no difficulty. However, they became very restless if a film had to be reshot more than twice. Only experienced actors can tolerate this type of discipline successfully.

A careful review of all the footage shot in the classrooms revealed that a substantial proportion of it could not be used for one reason or another, making it necessary to do over under controlled conditions a much larger proportion of the films than had originally been planned.

Editing the Film Footage

As rapidly as the film became available from the processing laboratory for editing, a committee reviewed the film for quality, both from the educational point of view and also the technical point of view. This editing committee consisted of: Dr. Mary McGauvran as Consultant, the program director from the local educational television station and two reading specialists from Pinellas County school system, plus the producer of the program. Their task was to screen out all of the unsuitable material and of the thousands of feet of film shot in the classroom to select what could be used in the final twenty half-hour motion pictures. Five of the films made in the classroom had to be dropped entirely because of poor quality, undesirable teaching practices, or other pictorially displeasing characteristics. A final list of film programs was made up, which is reproduced below,[1/] and the film from the field was amplified and filled out by additional footage shot at Educational Services Building involving Mrs. Laura Jean Bailey as a continuity figure and a small group of children to act as a classroom group. This group was especially responsible for the introduction of activities to be carried on in the home. Mrs. Bailey viewed the portion of each program which was to be made up of the original footage and then supplemented this as she thought necessary to round out the program as titled.

The editing methods used were necessarily rather primitive because of lack of adequate equipment. The method was to view a film several times if necessary stopping the projector at spots which needed to be cut out. The material to be eliminated was discussed pro and con and, when agreement was reached, an exact record was made of the sections to be eliminated. This information was then given to the cameraman who actually cut out the deleted frames and spliced the films together.

Evaluation of the Filmed Portion of the Telecast

It would not be fair to evaluate the entire filmed portion of the telecast as if all the films were of equal quality. Some are

[1/] See page 30.

indeed excellent while others are clearly inferior either from the point of view of photography, sound or theatrical quality.

In preparing a program of this sort it is necessary to reach a fine balance between entertainment and education and undoubtedly the committee that did the editing in this case was far more concerned with the educational values of the film than with the entertainment values. This may have been a tactical error in that no education could be accomplished unless the attention of the children was engaged and held during the portion of the program designed for them.

At this point the editing committee could have benefited greatly by some technical assistance on the part of some person trained both in the field of motion picture production and television. Such a person, however, was not available and it was necessary to do the best we could with the staff on hand.

In retrospect, it now seems that it would have been much wiser to have requested a substantially larger sum of money for the project and to have made use of the services of some professional film producing agency instead of attempting to recruit local staff to do the filming and the editing of the raw film with untrained or partially trained personnel.

In retrospect also, it would have been wiser to use fewer schools limiting ourselves to those schools where the interest in the project was greatest and where the physical facilities for shooting the film were generally good.

It would have been better to shoot the film earlier in the year rather than at the end of the year when so many terminal activities were engaging the attention of the staff. From these points of view it now seems as if the decision to go ahead with the project during the school year 1958-59 may have been a tactical error, except for the fact that to have done it in 1959-60 would have been rendered very difficult by all the factors already listed.

If the project had not gone forward as planned, it would, quite surely, have been dropped entirely. In the writer's opinion this would have been a mistake as much of value was learned and the participants all agree that the experience was personally of great interest and value.

The Purchase of the Motion Picture Camera and Related Equipment

When it became clear that we would not be able to secure the services of a cameraman who would also supply his own equipment it was decided to purchase equipment for the use of this program with the idea that it would remain available in the county for subsequent use at the Junior College, the industrial high school, and for general publicity purposes. The camera in question was an Auricon Pro-600 complete with amplifier, optical system, and all other accessories needed to shoot the film. However, a zoomar lens was not available from the original owner of this camera and had to be ordered new. The camera had been used only a very short time and was in excellent condition. Even so, the total amount of money spent by the county for camera equipment including the zoomar lens was approximately $3300.00. A detailed list of the equipment purchased is found in the Appendix. Later, this camera was modified to take a 1200' reel to make it useful for kinescoping the live portion of the broadcast. This involved additional cost which was also defrayed by the Board of Public Instruction. Many of the resulting kinescopes were of excellent quality although not as good as video tape which is now available in Pinellas County.

Scheduling the Telecasts

It was agreed from the start that the telecasts should be put on the air during the morning hours and the preferred time was 9:00 to 10:00 a.m. However, this time was not available on the station so it was necessary to substitute the time to 9:30 to 10:30 a.m. Monday through Friday commencing August 3rd and running through August 31st. The first half hour was devoted to the program for children; the second half hour to a commentary on this film and additional material of interest to parents only. The idea was that the parents, usually the mother, would encourage the child to watch the first half hour and then would allow the child to engage in other activities while the parent was watching the second half of the program.

Although there was some dissension concerning the time chosen, the consensus was that this was not a bad time and this has been brought out by an analysis of the questionnaires received subsequently as will be discussed later.

Publicizing the Program

In view of the fact that this project was undertaken on short notice it was necessary to make a very real drive to get the program before the public. The fact that the grant was received from Title VII was given wide newspaper coverage within Pinellas County in all of the local newspapers. However, this was certainly not enough and, therefore, the following specific steps were taken to publicize the series:

1. With the cooperation of the principals a post card "shower" was organized with the idea that a mail message would be sent to

every know parent of children entering school in the fall of 1959. This mailing was handled through the local schools for most part although some of the cards were run through the postage meter at the Administration Building. Most, but not all, schools and teachers cooperated effectively in this effort.

2. Newspaper stories were solicited by preparing formal releases which were given to the papers in the area and a number of very good stories resulted.
3. Systematic advertising in all three county papers was decided upon as being necessary, this advertising to run on a television page where possible, and to be accompanied by some kind of special story if space was available. The advertisements that were used are reproduced in the Appendix.
4. Special announcements and spot appearances on commercial television and radio were arranged for in order to give the program additional coverage.

In retrospect, it would appear that every reasonable precaution was taken to call the program to the attention of those who should have been interested; namely, the parents of the 4,000 plus children who would enter Pinellas County schools in the fall of 1959. This publicity material was initiated in March and was intensified as the time for the program presentation drew nearer.

Two weeks before the series went over the air, the publicity reached its maximum intensity. Every possible medium was tapped in order to bring the programs to the attention of the public. We have no reason to feel that our efforts in this direction were unsuccessful. Many times as many viewers would have watched the programs than actually did, if all who knew about them had also viewed them.

CHAPTER III

PUTTING THE PROGRAM ON THE AIR

Starting on August 3rd and continuing on every week day from Monday through Friday until August 28th inclusive the program "When Is September" was put on the air. 1/

For good or for bad, the filmed portion of the program constituted no broadcasting problem since all that was required was to roll the film. The second portion of the program, however, did require careful direction since Mrs. Ladd, the Coordinator, made use of a number of consultants and other participants in this phase of the show.

The Decision to Make Kinescopes

As we approached telecast time the staff felt with ever increasing intensity the desirability of making some kind of record of the second live portion of the program in order that there should be an adequate means of subsequent evaluation. The U. S. Office of Education was contacted and authorization was given to go ahead with the kinescoping even though this was not included in our original budget with the understanding that a supplementary request for funds would be made if necessary in order to carry this out. Hence, additional film was ordered, the camera was modified to make the kinescopes, and arrangements made with the local station to set up the equipment for filming the live program directly from a monitor set. The failure of the modification of the camera to be completed in time together with other difficulties made it impossible to prepare kinescopes of all 20 telecasts. In all, 17 of the shows were photographed and these kinescopes are available for review.

1/ See Appendix II for more detailed description of this series.

At this point it would be well to consider the eventual order and content of both halves of the show; hence, the program is reproduced in its entirety below.

1. From Home to School
2. Pre-registration activities
3. The First Day of School
4. A walk Around the School
5. Stories About Our Homes
6. The First Readiness Lesson
7. Safety
8. Fire Safety
9. Learning About Numbers
10. Visit to the Cafeteria
11. Learning Names and Addresses
12. Playground Activities
13. Things that Grow
14. A Visit to the Library
15. Learning to Work and Play
16. A Lesson on Health
17. Science Lesson on Pets
18. More Readiness
19. More About Readiness
20. Re-evaluation of Activities

Invitation to the Public to Participate

Mrs. Ladd, as Coordinator of the live portion of the program, constantly reiterated over the air her desire to hear from the public concerning the production and attempted to answer any questions asked either in terms of a telephone conversation or by mail. The response to these requests was disappointingly small and gave us our first clue to the fact that the listening audience was not as large as we had hoped it might be.

No other serious technical difficulties were incurred in the course of the broadcasts except for the increased tide of complaints concerning poor picture quality and each of the 20 telecasts, one hour in length, was carried out according to schedule. In addition to the kinescopes, audio tape recordings were made of every program which also are available for further study.

Occasionally during the live portion of the programs, something happened at the control panel which would cause the picture from some other channel to be imposed upon the Channel 3 picture or to replace it on the screen. While this was very annoying at the time it happened, the number of occasions was so infrequent as not to constitute a major difficulty.

From the very beginning of the broadcasts, complaints were received that the Channel 3 picture was not of viewable quality. This type of response seemed to be spotty and was not necessarily related to any single geographic area. Certain parts of St. Petersburg, for example, would report a poor picture while other parts not far away would report an excellent image. Parts of the northern areas in the county reported consistently poor reception even after the amplifier was added which occurred during the third week of the telecasts. By this time many persons who had expressed an intention of viewing the program had given it up in disgust because the picture was not good enough to watch.

CHAPTER IV

EVALUATION OF THE PROJECT

The evaluation of this project is not a simple task, and the drawing of any generalizations concerning the significance of the results is even more complicated. This is true not because of the complexity of the statistical design, but because of the multiplicity of factors which affected the outcomes. It may be well to start this chapter on evaluation by listing these qualitative factors more or less specifically.

1. The technical quality of the films produced for the first half of the televised programs.
2. The pedagogical soundness of the content of these programs.
3. The adequacy of the programs from the point of view of good theater or entertainment for the child of beginning school age.
4. The adequacy of the portions of the telecasts devoted to informing parents about school, which were done live.
5. The technical quality of the telecasts, both at the point of origin and at the point of reception.
6. The readiness of the public to accept the programs and benefit by them.
7. The validity of the expressions of opinions obtained by means of questionnaires used with various groups with all the limitations this entails.

With this list available for quick reference let us consider each point in turn somewhat more in detail.

1. The technical quality of the films. In retrospect it is perfectly evident that the technical quality of the films is not all it should be considering the importance of the experiment. In fairness to everyone concerned, it seems only right to say that it probably is as good as could be expected with the type of equipment used and with the kind of production schedule imposed by the time limit between the approval of the project and the time when it was necessary to go on the air.

The producer of the programs has reviewed each of the shows in its entirety including both the film portion and the kinescopes where these were available, and has attempted to evaluate them from the technical point of view as to quality of the video and audio portions and as to the theatrical soundness of the production. The result of this evaluation is summarized in the tabulation which follows.

PRODUCER'S EVALUATION OF MOTION PICTURE FILM AND KINESCOPES SUBSEQUENT TO COMPLETION OF THE PROJECT

Program I: Home

Film #1: The audio-video quality is good to excellent. Adequate for rebroadcasting purposes. It is a logical introduction to the series, "When is September?" However, Mrs. Bailey's portion of the film would only appeal to the unsophisticated pre-school child.

NOTE: No kinescopes were produced for the first three programs due to the fact that our camera was in the shop for conversion from a six hundred to a twelve hundred foot reel capacity.

Program II: Registration

Film #2: The audio-video is fair to good. The content has little appeal to children, but should give parents a rough idea of registration procedures. Mrs. Bailey's portion of film is very good as to audio-video, and is helpful to children. Film could be used for PTA, in-service training of beginning teachers, not so good for rebroadcasting.

Program III: First Day of School

Film #3: Audio-video quality good. Content for children is both instructive and absorbing.

Program IV: Walk Through the Building

Film #4: Audio-video very poor on the visit to a local school. Not useable. Mrs. Bailey's presentation is good to excellent as to instruction on likenesses and differences. Audio and video good.

Kine #4: Adequate audio-video for rebroadcasting. First part of kinescope needs some careful editing to cut out a few weak spots, but there is a good to excellent dramatization on "Tomorrow we must get organized."

Program V: Stories About Our Homes

Film #5: Audio on children's voices poor. (Due to limitations of single sound system of camera.) Mrs. Bailey's voice comes through strong though, as she carried microphone. Video quality good. Content of film fair. The part on the first writing lesson is very good.

Kine #5: Audio poor during introduction of show, but video quality is good enough for rebroadcasting. Quite possibly the film could be trimmed to a fifteen minute production. Good for PTA groups.

Program VI: Readiness

Film #6: This is good to excellent insofar as audio, video, and content. Useable for rebroadcasting, PTA, or in-service training.

Kine #6: Audio-video quality good for rebroadcasting. Good dramatization on how to read to your children. Good for PTA groups.

Program VII: Safety

Film #7: Audio-video not adequate for rebroadcasting. Content very good. Might be used for teacher training or PTA discussion.

Kine #7: Video quality poor during first four minutes of show. Audio clear. Guests on this program vary in their presentation from poor to very good. Part on poisonous plants and the child's safety very good. Could well be trimmed to a fifteen minute program.

Program VIII: Fire Safety

Film #8: Audio-video good, but content lengthy. Might be made into a fifteen minute show.

Kine #8: The title for the show is "Fire Safety," but most of the presentation deals with "The Report Card." Film needs more editing to smooth out the guest appearance of the Director of Elementary Education. She is seated too long before the camera with nothing to do.

Program IX: Numbers

Film #9: Content in this film is very good. Audio-video makes it doubtful for rebroadcasting purposes. Good teacher training tool.

Kine #9: Poor video for first few minutes, but audio good. The content of this film outweighs audio-video factors, in that it is an excellent demonstration of how arithmetic is taught. Good fare for children, PTA, or teacher training.

Program X: Cafeteria

Film #10: Would make a better fifteen minute show. There should be traveling music, or narration over children's passage through the cafeteria. Audio-video satisfactory for rebroadcasting. Could be used in classroom with children.

Kine #10: Audio-video good for rebroadcasting. Good for PTA groups, or teacher training.

Program XI: Names and Addresses

Film #11: Theme behind this film is good, but it didn't come off successfully. The audio-video is good. Might be good for teacher training, classroom use with children.

Kine #11: Program was not appropriate to the scheduled show - "Names and Addresses." However, it is a significant film on the teaching of phonics. Appropriate for adults or teacher training.

Program XII: Playground

Film #12: Audio-video as well as content of the visit to a school playground in first part of film is unuseable. Mrs. Bailey's presentation is very good.

Program XII: Playground (Continued)

Kine #12: Video poor; another TV station flashes onto the screen occasionally to distract the viewer. Audio poor. This film would have little if any uses in the future.

Program XIII: Seeds

Film #13: Content of this film very good to excellent. Audio good, video is fair to good. Adequate for rebroadcasting, classroom, and in-service use.

Kine #13: Audio good. Video spotty. However, the content of this kinescope offers a good example of how science is taught to pre-school children. Good for rebroadcasting, classroom use, PTA.

Program XIV: Library

Film #14: Audio and videa is adequate, but content could be trimmed down to a shorter show. Use of this film is doubtful, as it would have very limited appeal to children and parents.

Kine #14: Audio-video good for rebroadcasting, use with special groups. Content on the confusabet (a method of showing parents how difficult it is for their children to learn to read).

Program XV: Learning to Work and Play Together

Film #15: Very poor audio-video. Content of film could have made a fine program, but technical production was so poor that the film probably should be either rejected or refilmed under better, controlled conditions.

Kine #15: Audio-video good. Content on Health is fair.

Program XVI: Health

Film #16: Video is good to excellent. Audio poor on children due to single sound limitations of equipment, e.g., spontaneous reactions of children could not be heard. Very good demonstration of giving children a physical checkup by doctor.

Kine #16: Audio good. Video spotty. However, the content of this kinescope offers a good example of how science is taught to pre-school children. Good for rebroadcasting, classroom use, PTA.

Program XVII: Pets

Film #17: Audio satisfactory, video fair to good, e.g., a soft print, but adequate for rebroadcasting, classroom use with children, PTA, perhaps teacher training.

Kine #17: Audio-video good for rebroadcasting. The guests' discussion on the characteristics of a six-year-old makes a fine presentation for PTA groups. Also helpful to beginning teachers.

Program XVIII: More About Readiness

Film #18: Content, audio-video good for rebroadcasting, teacher training, or classroom tool for work with pre-schoolers. Content is vital for school beginners.

Kine #18: Audio-video is poor to fair. Content on special education services weak, but might be useable for special groups with some editing.

Program XIX: Still More About Readiness

Film #19: This is a continuation of preceding film. Audio-video quality good enough for all uses.

Kine #19: Video quality on this kinescope makes it doubtful for rebroadcasting purposes. Audio satisfactory. Content fair.

Program XX: Evaluation

Film #20: Audio on children's reactions and responses inadequate. Video quality is satisfactory. It is doubtful if this program should be thirty minutes in length. Fifteen minutes should be adequate.

Kine #20: Audio-video quality quite satisfactory, but the content of this program rambles. Being the last program, it was more of a "Thanks to everybody" theme, and a summary of what was in the first nineteen programs.

Note: In the opinion of the producer it would seem that many of these films could have been improved by using a multi-sound camera, and by giving the children more activities to participate in.

2. The pedagogical soundness of the content. It is very difficult for those intimately involved to render a judgment concerning the pedagogical soundness of the content included in these films. The general areas to be covered by each show were agreed upon by the steering committee, made up of the most competent people available in the county. The actual execution of each show, however, was the responsibility of a limited number of individuals, namely, the teacher who prepared the script, the producer who evaluated and revised this script to make it feasible from a technical point of view, and the editing committee, who subsequently evaluated, reviewed, and edited the film. The additional portions done under controlled conditions with the continuity teacher as the central figure were not subject to further review by the editorial committee due to lack of time. Our judgment must be, however, that, by and large, the content of the programs does cover material considered to be of value in helping the children adjust to the first grade and of interest and value to their parents as the responsible adults dealing with the schools in this initial school experience. To the extent to which this is true, of course, this will be to some extent reflected in the answers to the specific questionnaires which were completed by the parents and others in the subsequent stages of this study.

3. The adequacy of the programs from the point of view of good theater or good entertainment for young children.

While it is perfectly true that these telecasts were not intended primarily as entertainment, it is equally true that they had to compete as entertainment with other programs currently on the air. The experimental design may be inadequate in that it did not provide for a captive audience who had no escape from watching the programs as presented. This weakness in the experimental design would be corrected if the experiment were to be repeated. The overall subjective judgment of those who produced the shows, in retrospect, is that the programs leave something to be desired from the point of view of entertainment, even though entertainment was not their primary purpose, and that even if a captive audience had been available, there would have been some difficulty in holding the attention of the children during all of the telecasts. The programs are clearly spotty from this point of view, some being much more entertaining than others. Some of them assume a degree of sophistication and interest in a future activity, namely, going to school, which probably we have no right to expect of children of six years of age or younger.

4. The adequacy of the portions of the telecasts intended for parents.

These portions of the telecasts, which were done live and more or less extemporaneously, could undoubtedly be improved another time in light of the experience of this program. Every attempt was made during the course of the programs to cover areas which were known to be trouble spots in the beginning relationship between the home and the school, and these judgments were arrived at by many people, not just the program coordinator alone. In addition, constant invitations were issued over the air to listeners to phone or write asking for clarification on points previously presented. Whenever such letters or phone calls were received they got prompt and completely adequate attention. While the spontaneity of the unrehearsed interview which characterized these programs in many instances is highly desirable, it does result in unevenness of quality which is perfectly evident in reviewing the kinescopes. Some of the individuals who were interviewed on the air were obviously nervous and ill-at-ease while others acted quite naturally. Many of these difficulties certainly could have been avoided if time had been available to discuss with the individuals involved the content of their presentations and to provide adequate opportunity for rehearsal. Even if this had been a part of the original planning, it could not have been done in terms of the schedule. The necessity of having a broadcast every week-day for four weeks and the lack of opportunity to plan these broadcasts well in advance due to limitations of time made this out of the question. The consensus of those who later reviewed the kinescope indicates that a reasonably adequate job was done under existing circumstances.

5. Quality of the telecasts at point of origin and point of reception.

It was indicated in the early part of this report that the telecasts originated in the St. Petersburg Junior College studies of Station WEDU. The director of this program had been with the station only a short time when he was given this assigment. Undoubtedly there is room for improvement from the technical point of view as evidence the fact that from time to time pictures from other channels were allowed to be superimposed on the picture for Channel 3. The author of this report does not pretend to understand technically how this could happen, but the fact that it did happen is perfectly evident in viewing the kinescopes as well as in the recollection of those who watched the program.

The broadcast power of Station WEDU at the time when the programs began was known to be inadequate to reach the area generally served by the station. This power was due to be increased by the addition of an amplifier which, presumably, was to be in operation by the time the program went on the air. Actually, it was not fully in operation until August 24, only five days before the completion of the program. The result was that the picture was not good in many areas and many persons who would otherwise have been eager to watch the series did not do so because they could not get a clear picture. Generally, the reaction is that the audio portion was better than the video, although a few individuals reported that they could see a good picture, but could not receive an intelligible sound. It is expected that this may have been a difficulty of the set rather than of the broadcast.

Those persons who had a special antenna tuned to Channel 3 were in the most favored position to get an adequate picture, but the writer can testify that even the installation of such an antenna beamed to receive Channel 3 did not, in his own case, provide a picture which could be said to be competitive with the pictures received with an ordinary antenna for the commercial channels operating in the area including UHF Channel 38. This is very significant because the smallness in the number of persons who eventually persisted in watching the program can be charged to no small degree to these technical inadequacies.

6. Readiness of the public to accept the programs.

Educational television in the WEDU listening area was still something of a novelty. There is some evidence from viewers' polls taken at the time by commercial polling agencies that the TV listeners in Pinellas County were not generally of a mind to watch educational television, and we probably counted too heavily upon the heightened interest of the parents with children entering school to insure viewing of this particular program. The question of the time of day of course very definitely enters into the problem, but there is little evidence to indicate that this was a major factor militating against the success of the program. Any time of day which might have been chosen would have had its disadvantages. It was perfectly obvious that we were going to be able to reach only the mothers if the programs were broadcast during the morning hours so that the children could watch, and the 9:30 to 10:30 hour was probably as good as any other from the point of view of convenience for this group. Some evidence on this point of a statistical nature is available in the questionnaire to be presented later.

7. The negative effect of adverse quality of the telecasts in reducing readiness to continue to view the programs.

Obviously, factors number 5 and 6 interact in subtle ways that cannot be easily documented. For example, if the intrinsic quality of the telecasts had been of such a high quality that none of the audience was lost because of this factor, the technical inadequacies might have been to some extent offset. On the other hand, if the audience was not ready to view such a program, it would have made little difference if we had achieved a much higher level of perfection in the production of the telecasts themselves because the size of the viewing audience was determined by factors irrelevant to the quality of the programs themselves.

ANALYSIS OF THE ORIGINAL PARENT QUESTIONNAIRE

A copy of the original parent questionnaire appears in the appendix as Appendix I-1. This questionnaire was duplicated in sufficient numbers so there was a copy for every child registering in the first grade in the entire county. These questionnaires were distributed to the principal of each elementary school along with other forms and materials at a pre-school meeting, and they were requested to have the parents complete the questionnaire. The original directions called for the return of a questionnaire from every parent regardless of whether or not the parent watched the program in order that we might be sure that everyone received the questionnaire and reacted to it. These directions were not followed. Only a small fraction of the schools returned questionnaires for all parents registering children.

In retrospect this has to be charged to the confusion attendant upon the entire registration procedure. Completing the TV questionnaire was another burden added to the considerable list of forms to be filled out and procedures to be completed before a child could be registered in school. It is expected that the principal in many cases found the patience of the parents virtually exhausted long before they reached the stage of completing our questionnaires. To what extent we failed to get questionnaires from parents who actually did watch the program is anyone's guess. A subsequent questionnaire sent by mail to a random sample of approximately one thousand parents indicates that we did, to some extent, miss out on persons who watched the program, although this evidence is hard to interpret.

Out of a total of 4790 children registering for the first grade, a total of three hundred ten questionnaires were received which were completed at the time of school registration. The percentage of return was about 6½%, which is certainly not a satisfactory number especially in view of the directions for every parent to fill in a questionnaire and return it even though he did not watch the program. It must, therefore, be concluded that this method of soliciting information from parents was not highly successful, and the probability is that the data resulting from this first questionnaire underestimate the number of students who watched the programs. As will be seen, this conclusion is confirmed by the results of the subsequent random sample mail questionnaire sent to one thousand parents in December.

In Table IV-1 an analysis is given by program of the number of children and parents reported to have been watching "When Is September?" This tabulation, which follows very closely the format of the first page of the parent questionnaire is based upon a total of three hundred ten cases, or 6.5% of the 4790 students enrolled.

A number of significant factors can be derived from a study of these data. The most popular viewing day was August 5th when the program was entitled "First Day of School." From this point on both the number of children and the number of parents watching the programs diminishes very steadily with minor exceptions. If we eliminate the last three programs which show such small numbers of viewers as to create suspicion that other factors are involved it is very easy to identify the programs which did not appeal to the viewing group.

The program on name and addresses which was felt to be very important by the steering committee was not considered to be interesting or important to parents apparently or to the children either for that matter. Similarly the program on the school library did not have much appeal.

Considering the last three programs it could well be that the date for the opening of school was drawing too close for interest to be maintained and/or that the schedule of one program per day five days a week for four full weeks was too intensive to expect continued listening throughout the entire series of programs. In any case considering the drop of 50%

Table IV-1

An Analysis of Viewing by Program As Reported on First Parent Questionnaire

DATE	TITLE OF PROGRAM	I Number Who Listened to Each Program 9:30-10:00 Parent	I Number Who Listened to Each Program 9:30-10:00 Child	I Number Who Listened to Each Program 10:00-10:30 Parent	II Number Checking Each Program As One of Three Found Most Interesting by Child	III Number of Parents Checking Each Program As One of Three Found: Most Interesting	III Number of Parents Checking Each Program As One of Three Found: Most Informative
Aug.							
3	Home	146	155	108	10	16	9
4	Pre-Registration	167	175	129	20	27	34
5	First Day of School	183	211	136	70	70	46
6	Walk Around the School	126	146	91	27	20	10
7	Stories About Our Homes	85	99	68	19	20	8
10	Readiness I	100	108	78	21	34	31
11	Safety	80	90	66	18	25	18
12	Fire Safety	71	80	48	20	12	9
13	Numbers	72	73	58	25	18	24
14	Cafeteria	65	69	51	16	13	14
17	Names and Addresses	29	40	22	10	11	2
18	Playground	59	74	38	13	13	7
19	Seeds	61	68	42	15	17	9
20	Library	38	39	23	7	9	7
21	Learning to Work and Play	63	77	32	23	31	22
24	Health	57	71	39	16	22	12
25	Pets	54	67	37	28	14	6
26	Readiness II	26	24	18	6	5	7
27	Readiness III	18	17	15	4	3	9
28	Evaluation	26	20	17	1	10	5

or more in the number of viewers from the average of previous programs one can certainly conclude that these three programs were almost completely ineffective.

For the most part the parent (mother) watched a program when the child or children did, although in a few cases apparently, parents allowed the child to watch the first part of the program by himself.

Almost uniformly the number of parents who were watching the second half of the program from 10:00 to 10:30, which was intended primarily for parents, is smaller in number than those viewing the first half. This may reflect the fact that an hour's viewing is just too much at one time or it could be that parents felt that they knew already what they needed to do in order to prepare their children for school.

In regard to the programs preferred by children as reported in Section II, it would have been much better if we had been able to elicit this information from the children themselves but this was physically impossible because of the difficulty of knowing what children to interrogate and the unlikelihood that the children would themselves remember the programs well enough to answer the questions. The parents' evaluation of the children's reactions are interesting and it is easy to pick out the half dozen programs which stood out as being considered the best in the series. For the children these were the "First Day of School", "Walk Around the School", "Readiness I", "Numbers", "Learning to Work and Play", and "Pets".

Section III of the table concerns the programs found most interesting and most informative by parents. There was obviously a substantial halo effect between these two evaluations. Those found to be most interesting were considered for the most part to be most informative, although the agreement is not perfect. The program "The First Day of School" leads all the rest by a substantial margin in terms of both interest and its informative quality. Some programs in which one would think that parents would be very greatly interested such as "Fire Safety" did not receive a high number of votes. One can only speculate as to whether this lack of enthusiasm stems from the content itself or from a genuine lack of interest in the subject but, in light of the obvious importance of the topic, it would appear reasonable to suppose that the subject was not as interestingly treated as it might have been.

Since page two of the first parent's questionnaire assumed that a substantial number of programs had been watched, it seems reasonable to set some arbitrary cut off point in number of programs viewed before analyzing the data. This was done very arbitrarily by choosing for analysis only those questionnaires where it was indicated that children themselves watched five or more programs. There were 153 such questionnaires. These data are reported in Table IV-2 which is a close replication of the questionnaire itself with the pertinent data entered.

In addition to the number of individuals choosing each alternative the number of blanks (unmarked questionnaires) for

Table IV-2

Number of Responses to Each Choice on Page 2 of First Parent Questionnaire Based upon 153 Questionnaires on Which Children Were Reported to Have Watched Five or More Programs

- 2 -

61 Do you feel that your child gained specific skills and knowledge which he will need during the first few weeks of school?

					BLANK
61		Greatly 1. 23	Some 2. 57	Not Much 3. 19	54

As a parent, how helpful was this series in preparing your child for the following experiences?

a. Preparing him (her) to get along with other children:

					BLANK
62	In the classroom:	Very Valuable 1. 41	Some Value 2. 33	Little Value 3. 10	69
63	In the neighborhood:	Very Valuable 1. 19	Some Value 2. 34	Little Value 3. 21	79
64	On the playground:	Very Valuable 1. 27	Some Value 2. 34	Little Value 3. 18	74

b. Helping your child to understand what to expect in the first grade:

					BLANK
65	From the teacher:	Very Valuable 1. 54	Some Value 2. 29	Little Value 3. 4	66
66	From other children:	Very Valuable 1. 35	Some Value 2. 42	Little Value 3. 4	72
67	From other school personnel:	Very Valuable 1. 33	Some Value 2. 36	Little Value 3. 7	77
68	Understanding a School Time Schedule:	Very Valuable 1. 33	Some Value 2. 35	Little Value 3. 13	72
69	How and when to talk:	Very Valuable 1. 36	Some Value 2. 33	Little Value 3. 10	74
70	Work habits:	Very Valuable 1. 35	Some Value 2. 37	Little Value 3. 7	74

c. Did the series alert you to the need for finding out more about the physical condition of your child?

				BLANK
71	Yes 1. 43	No 2. 33		77

d. Did the series help to improve your child's readiness to:

								BLANK	BLANK
72	Use Crayons?	Yes 1. 54	No 2. 17	73	Paper?	Yes 1. 55	No 2. 14	82	84
74	Paste?	Yes 1. 55	No 2. 15	75	Scissors?	Yes 1. 51	No 2. 16	83	86
76	Learn New Words?	Yes 1. 57	No 2. 15						81

77 Did your child participate in the activities that Mrs. Bailey asked them to do?

Most of the time 1. 36 Some of the time 2. 50 Not at all 3. 8 — 59

78 What kind of picture were you able to receive on your set?

Good 1. 15 Fair 2. 57 Poor 3. 29 — 52

79 Where did you view the program?

At Home 1. 97 With a Neighbor 2. 2 In a School 3. 2 — 52

80 Did the picture improve after mid-August?

None at all 1. 34 Somewhat 2. 47 Greatly 3. 4 — 68 each question is reported.

In answer to the first question on page two concerning the extent to which the child gained specific knowledges and skills during the first week of school, somewhat more than half of the 153 respondents indicated that the program had helped either greatly in this respect or at least to some extent.

In the section of the questionnaire having to do with the extent to which the program prepared the child to get along with other children it is apparent that the parents felt that it did help in the classroom situation but to a lesser degree in the neighborhood or on the playground.

Apparently the parent generally felt that the program was helpful in giving the child an understanding of what to expect in the first grade especially from the teacher but also, to a substantial degree, from other school personnel with whom they would come in contact.

About 50% of the parents answering said that the series did alert them to the need for finding out more about the physical condition of their children and roughly one-half felt that the series helped improve the child's readiness for specific tasks involving crayons, paste, paper, scissors, and learning new words.

The extent of the children's participation in the activities suggested by Mrs. Bailey was somewhat disappointing. Only a little more than one-fourth of the children who watched participated most of the time, another 50 or approximately one-third participated some of the time, while more than a third of the parents responding to the questionnaire failed to respond to this question.

As regard the quality of picture received approximately a third failed to respond but of the remaining 101 responses to this question only 15 indicated that the picture was good while 57 or better than half indicated that the picture was fair and 29 indicated that the picture was poor. Certainly it would appear that the consensus is that the picture was on the poor rather than on the good side.

An overwhelming majority of the respondents to question 79 indicated that they watched the program at home.

There was a consensus, although not a very substantial one, that the picture did improve after mid-August but a very large number (68) or better than 40% failed to answer this question at all. This was undoubtedly due in many cases to the fact that they had already quit watching the program by that time.

It is dangerous to venture broad generalizations from questions of this sort where the responding population is so small and not known to the representative of the whole group but it would seem fair to conclude that the report from the parents is positive rather than neutral or negative and indicates that children did gain substantially from watching the programs. This is very encouraging, all things considered. One can probably conclude that if such a program were continued year after year so that it became an accepted part of the process of getting a child into the first grade one could anticipate increasingly good results from such a television experience. This would be especially true as gradual refinement and improvement of the content was brought about through the greater experience with the medium and with the elimination of content shown by careful evaluation not to be particularly interesting or acceptable to children and parents.

In Table IV-3 the population of child viewers is analyzed from a somewhat different point of view so as to indicate the number of children watching any specified number of programs. The salient points of this table are summarized below. Only three children watched all 20 programs, 153 watched five or more or a total of one-quarter of the series and 48 watched ten or more.1/ Watching ten or more programs constitutes the arbitrary cut off point for our experimental population. In other words further comparisons of the experimental group of viewers with the total group and a matched sample of children will be based solely on children who watched ten or more of the programs for whom complete test data also are available. It was unfortunate to have to cut the number off at this point but to have extended the cut-off point up to a more rigorous standard would have resulted in so diminishing the experimental sample as to make it useless to try to do any statistical analysis. The reader will do well to keep firmly in mind the nature of the experimental group because it must, in all

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1/ Of the 48, complete test data were available only for 42 cases.

Table IV - 3

Child Viewing Group Analyzed by Number of Programs Watched

Number of children watched:	1 program		46
	2 programs		44
	3	"	31
	4	"	36
	5	"	31
	6	"	25
	7	"	26
	8	"	14
	9	"	9
	10	"	8
	11	"	7
	12	"	6
	13	"	5
	14	"	2
	15	"	5
	16	"	5
	17	"	3
	18	"	3
	19	"	1
	20	"	3
Number of questionnaires returned -			310

good conscience, be recognized that the advantages of educational television are not being properly probed when the experimental group has watched only half of the offerings which constitute the series as a whole. In other words whatever is true of these limited numbers probably would be much truer if the number of programs watched were greater.

RESULTS OF THE FIRST TEACHER'S QUESTIONNAIRE

Shortly after the opening of school a questionnaire was sent via the building principals to the teachers of all first grade classes requesting information from them concerning their evaluation of the television programs, if they had had an opportunity to watch them. The following pertinent statistics should preface a consideration of this questionnaire.[1]

There were 66 elementary schools having first grade classes in Pinellas County in the fall of 1959. Of this number 12 are negro schools, leaving a total of 54 white schools. Of the 54 white schools, 17 failed to return any teachers' questionnaires. It could be that this is because no teachers in these 17 schools watched any of the programs. Of the 12 colored schools, three schools failed to return any teachers' questionnaires.

In all, 103 teacher's questionnaires were received out of a possible total of 194, making 91 teachers for whom no responses were available. This is admittedly not a very good showing considering the fact that the group involved is not the general public but the staff of the school system, from whom nearly 100% cooperation should have been received. Part of the difficulty may have been the fact that the questionnaires were

[1] See Appendix I-2.

anonymous, this being done to avoid any embarrassment on the part of any teacher who had to report that he did not watch any of the programs.

Of the 103 questionnaires returned, 42 or about 41% reported that they were out of town, were working, or for other reasons were unable to watch the program, although many of them expressed an interest in it, and stated that they felt it was a worthwhile project. Of the remaining number, 24 listed fewer than five programs as having been viewed for a variety of reasons, or for no stated reason. Ten teachers reported that they could not get Channel 3 at all on their television sets, and, therefore, had not watched. Some reported a poor picture, some reported their television set was out of order and had not been put in condition to view the program, others reported that they were away while some reported that they were new teachers and were not located in the county in time to watch the programs. This left a total of 26 teachers who had watched five or more of the programs, and for these 26 teachers the tabulations given in Tables IV-4 and IV-5 were completed.

The median number of programs viewed by the 26 teachers was eight.[1/] For the most part, if a teacher viewed the first half of the program he also viewed the second, although there were a few instances where one half was viewed and not the other.

After August 14, the number of programs viewed dropped off sharply because of the opening of the pre-school period on August 17 which required that most teachers be in their school

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[1/] The number of teachers watching a given number of programs was tabulated and the median of total number of programs watched was computed.

Table IV - 4

Number of Teachers Watching Each of the Programs Based upon Results for 26 Teachers Watching Five or More Shows

Date of Program	Number of Teachers Watching
August 3	15
4	16
5	21
6	21
7	15
10	18
11	20
12	15
13	17
14	15
17	3
18	10
19	11
20	10
21	7
24	8
25	7
26	4
27	3
28	1

Table IV - 5

SUMMARY OF RESULTS OF FIRST TEACHER'S QUESTIONNAIRE (PAGE 2) COMPLETED SHORTLY AFTER OPENING OF SCHOOL IN SEPTEMBER 1959*

Question Number

62. Do you feel that the programs helped the children to gain specific skills and knowledge that they will need during the first few weeks of school?

Greatly: 8-31% Some: 15-58% Not much: 1-4%

63. Do you feel that these programs made your task of orientating beginners easier?

Very much: 8-31% Somewhat: 10-38% Not much: 2-8%
None at all: 1-4%

64. Did the series make it easier for you to communicate with parents?

Very much: 7-27% Somewhat: 6-23% Not much: 4-15%
None at all: 2-8%

65. Did the series acquaint you with any methods of instruction which you could use this year?

Quite a few: 8-31% Somewhat: 12-46% Not many: 4-15%
None at all: 0

66. Do you feel that this series was representative of first grade instruction in Pinellas County?

Generally: 18-69% Somewhat: 6-23% Somewhat misleading: 0
Very misleading: 0

67. Were you able to view this series over your television set?

Clearly: 3-12% Occasionally: 10-38% Very poorly: 10-38%
Not at all: 3-12%

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* For 26 teachers viewing five or more programs, both number and percent are given.

buildings. Apparently some principals permitted the teachers time off to view the programs because some of them viewed as many as 18.

Although the number of teachers involved is small, the number of schools represented is fairly large. Out of the 26 teachers, 21 different schools are represented.

The data from Page 1 of the questionnaire were too skimpy to justify any more detailed analysis than that given in Table IV-4 and presented in the text.

The tabulations in Table IV-5 give both number and percent of the base group of 26 answering each alternative of question 62 through 67. The highlights of Table IV-5 are as follows:

On the whole, the teachers felt that children were helped in gaining specific knowledges and skills needed during the first week of school as indicated by the replies to question #62. Eight or 31% of the group indicated they felt children would benefit greatly by the program.

Similarly, eight or 31% felt that the programs made their task of orienting beginners very much easier to accomplish. If those answering "very much" and "somewhat" are combined, the total of 69% gives a substantial majority indicating that the programs had value from this point of view.

An even 50% of the teachers felt that the series made it somewhat easier at least to communicate with parents during the first weeks of school concerning the child's adjustment.

A very encouraging 77% of the teachers felt that the series was helpful in acquainting them with methods of instruction which would be of benefit to them during the course of the school year.

Ninety-two percent felt that the series was representative of first grade instruction in Pinellas County, and none of them indicated that they were misleading. Fifty percent of the 26 teachers who viewed five or more programs felt that the reception was very poor or they could not get the program at all on their own home sets, which substantiates the findings of every phase of this investigation to the effect that the reception in the WEDU listening area and notably in Pinellas County was very inadequate at the time this program went on the air.

To sum up this phase of the evaluation, it must be considered unfortunate that a larger proportion of the teachers did not view the program, but, in extenuation, two circumstances must be kept in mind. In the first place, many of the teachers use the period immediately before school for vacations out of the county because of the hot weather and for other family reasons. Secondly, the beginning of the preschool period before the series was completed obviously made it difficult or impossible for others to view all of it.

Perhaps it is not important for the teachers to watch a series of this sort, although a careful consideration of the films, together with the feeling expressed by the teachers who did watch, that suggestions could be found in the series which would be helpful in improving instruction is a strong argument in favor of such viewing.

MAIL PARENT OPINION POLL

Very shortly after the returns from the original parent questionnaire, completed at the time of school registration, were summarized doubts began to rise in the minds of many concerned with this project regarding the representativeness of the viewing population available for further study. The comparatively small percentage of returns (6½%) was a matter of prime concern as was also the fact that a substantial number of schools were not represented at all. As a result, the steering committee began to formulate plans for a direct parent opinion poll to be carried on by mail involving approximately 1000 questionnaires sent to a random, and therefore representative, sample of parents having children in grade one of the Pinellas County schools in the Fall of 1960.

This was possible because, in Pinellas County, the Division of Educational Services is responsible for maintaining the school census. This is done by means of an IBM card form which is filled out at the beginning of the school year by all new registrants and by entering first grade pupils. These cards

contain a considerable amount of information, only a small portion of which is actually punched into the card. Sufficient information, however, is punched to permit the cards to be arranged in order, (alphabetical by grade or otherwise) at the option of the school administration.

The census cards were completed ready for use toward the middle of November, this much delay being due to the necessity of getting the cards back from the schools, punching in data, verifying the cards, etc. Incidentally, it should be mentioned that the census cards are kept current once a month by the submission from each of the schools of information concerning new entrants and transfers. One of the problems in Pinellas County has to do with the tremendous influx of new students each year, this amounting to as much as 15% of the total enrollment in recent years. This very large influx of new students is one of the reasons why the census cards were not available for use at an earlier date than indicated above.

Having decided upon such a poll of parent opinion it was necessary to decide what questions would be included and to draft a letter to go to the families along with the questionnaire. The result of these efforts is shown as Appendix I-3. It was felt necessary to keep the questionnaire to a basic minimum of questions which would be easy to answer and yet would yield information concerning the number and/or percent of families who actually watched the programs and, hopefully, the number of programs watched. We also were anxious to get further information on the matter of the quality of reception.

In retrospect there are some questions which should have been asked but were not. Also two clerical errors made this instrument less useful than it should have been.

Choosing the random sample

The census cards for grade one were arranged in alphabetical order for the entire grade regardless of school. At the time the sample was drawn the total grade enrollment approximated 5000 cases. It was decided to choose every fifth card to comprise the sample, eliminating from the sample cases where any essential information concerning the student was missing. A copy of the census card is included in the Appendix as Appendix I-5. This card has been completed with fictitious information to show exactly how a sample card from the files would appear.

The actual selection of cards was made manually, and each card was visually scanned to eliminate any cards with incomplete data. At this point a duplicate deck of the selected cards was made and the parents' addresses were typed on these cards.

In the meantime the questionnaires were printed by photo-offset from typewritten script together with the accompanying letter. The questionnaires were then coded with the pupil code number which was written in the lower right hand corner of the questionnaire by hand. Envelopes were addressed from the duplicate of the census cards and the letter and questionnaire, together with a return stamped envelop were inserted in the mailing envelopes, after which they were stamped by postage meter and mailed from the central office about December 1st. In all, 1007 questionnaires were mailed, according to meter count. A subsequent check revealed that 66 schools were represented in the random sample out of a total of 66 schools having first grade classes.

Questionnaire returns

The time of mailing was admittedly poor since it was so close to the Christmas holidays, but the reasons for this are evident in the explanation given above. The mailing could not have been earlier since the census cards containing the addresses were not available. It was felt that it would be better to send out the questionnaires in spite of this difficulty rather than to delay until after the Christmas holiday season was over. Provision was made for a postcard follow-up of the questionnaires not returned. By the end of the first week following the mailing of the questionnaires (Friday, December 11) a total of 178 returns were in. Subsequently, returns came in slowly but steadily until December 15, when the postcard follow-up was mailed which included 590 pieces. On December 16 an additional 176 pieces were sent out, making a total postcard follow-up of 766. The follow-up postcard, the text of which also is reproduced as Appendix I-4 went out over the signature of the Superintendent of Public Instruction, with the hope that this might lead to an increase in the returns.

As questionnaires were received, they were checked off on the control cards and the card corresponding to the questionnaire received was removed from the file for further use at the analysis stage.

Whenever questionnaires were returned marked "Insufficient address" or "Incorrect address" every effort was made to revise the address on our cards and to re-mail the questionnaire to the new and/or correct address. In all, 375 useable questionnaires were returned, constituting 37+% of those mailed out. In view of the time of year, this percentage of return is considered to be satisfactory.

An analysis of the returns by school indicated that 63 schools were represented. No attempt was made to insure that the returns were proportional to the enrollment in the school. Table IV-6 gives the number of questionnaires sent to each school and the number returned.

Summary of the questionnaire returns

The results of the questionnaire poll to the random sample of parents are summarized in Table IV-7. In the writer's opinion, this constitutes perhaps the most significant summary of this entire study. As is true of all questionnaire studies, there are inevitable and uncontrolled biases which make it impossible to generalize the results to the entire population with complete assurance that they apply. In the interpretation of the findings this fact is kept constantly in mind with an attempt to err on the conservative side in interpreting the data.

For example, according to the questionnaire results, 19%

TABLE IV-6

Analysis by School of the Number of Questionnaires Sent and Received Back in Mail Parent Opinion Study

NUMBER RETURNED				NUMBER SENT			
School Code Number	Number Returned	School Code Number	Number Returned	School Code Number	Number Sent	School Code Number	Number Sent
1	6	101	7	1	15	101	16
2	9	108	7	2	23	108	15
7	10	109	18	7	23	109	44
8	6	111	6	8	9	111	25
9	10	116	4	9	19	116	10
15	1	117	3	15	10	117	6
16	5	123	7	16	18	123	17
19	7	124	5	19	12	124	12
20	4	125	10	20	5	125	20
26	10	126	6	26	24	126	18
33	3	127	9	33	6	127	14
38	5	128	8	38	11	128	13
39	7	130	3	39	20	130	12
40	5	133	3	40	14	133	6
41	10	134	1	41	18	134	4
46	3	135	2	46	14	135	11
47	4	139	4	47	9	139	14
48	12	142	7	48	18	142	18
49	8	152	7	49	24	152	18
54	2	153	10	54	7	153	28
55	4	154	4	55	19	154	8
64	7	209	0	64	18	209	1
69	3	210	3	69	8	210	16
70	4	215	0	70	14	215	9
73	10	230	9	73	19	230	22
79	7	235	1	79	16	235	4
82	13	236	4	82	29	236	33
84	5	242	1	84	21	242	5
92	6	248	11	92	11	248	38
93	8	255	2	93	21	255	8
94	7	260	0	94	15	260	1
95	4	261	5	95	9	261	30
100	1	262	2	100	2	262	9

Table IV-7

SUMMARY OF 375 RETURNS FROM QUESTIONNAIRE SENT BY MAIL TO A RANDOM SAMPLE OF 1007 PARENTS OF CHILDREN ENTERING FIRST GRADE IN THE FALL OF 1959

		No.	%
I. Was your family in Pinellas County from August 3rd to 28th inclusive?	Yes	296	79%
	No	70	19%
II. Did you know about the pre-school T.V. program, "When Is September?"	Yes	232	62%
	No	126	34%
If yes, did you learn of it -	(1) from the newspaper advertisements?	114	30%
	(2) from newspaper stories?	97	26%
	(3) from announcements over WEDU?	26	7%
	(4) over commercial T.V.?	74	20%
	(5) on radio?	9	2%
	(6) word of mouth?	119	32%
	(Check as many as apply.)		
III. How many programs did you watch?	none; no television set	42	11%
	(1) more than half?	22	6%
	(2) about half?	45	12%
	(3) less than a quarter?	63	17%
	(4) none?	149	40%
IV. Did you prefer to watch another program during this hour?	Yes	14	4%
	No	176	47%

NOTE: For Questions V, VI, and VII, N = 130 used as a base in computing percentages. See top of Page 64.

		No.	%
V. Was the reception -	(1) very good?	19	15%
	(2) average?	31	24%
	(3) fair?	77	59%
	poor?*	64	
	Blank	3	2%
VI. Did it improve after August 15th?	Yes	50	38%
	No	28	22%
	Blank	52	40%
VII. Check the words which describe the programs you saw.	First half hour:		
	Entertaining for children	81	62%
	Interesting to adults only	5	4%
	Very uninteresting	5	4%
	Blank	39	30%
	Second half hour:		
	Informative	40	31%
	Mostly covering things known before**	11	8%
	Dull	3	2%
	Blank	79	61%

* "Poor" was inadvertently left off the questionnaire but was written in by 64 or 17% of the total of 375 returns.

** Three individuals checked both second and third choices.

of the families contacted in this poll were not in Pinellas County at the time of the program. Surely this percentage would be even larger in the total population from which this sample was drawn. Many parents who were not in the county would consider that their questionnaire would be of little value and, therefore, would not return it, thus making the 19% an underestimate. It is not unreasonable to suppose that as many as 25% of the parents who were planning to enroll children in the first grade in the fall were not in the county at the time the program was aired. If this is the case, it certainly has very considerable significance concerning these dates as the appropriate ones for such a program.

One of our primary concerns at the beginning of the series was the extent to which our publicity was effective in reaching the families who were in the county so that they would know of the existence of the program and could listen if they so desired. Answers to Question II of the questionnaire indicate that 62% of the parents knew about the program while 34% definitely stated that they did not know. Four percent failed to answer this question. Since we had tried by every means in our power, by postcard shower, by radio, by newspaper releases, by paid advertisements, by television, to inform the public of the program, it is surprising that as many as one-third or more failed to hear of it. It is quite obvious that if this program were to be repeated, the schools would have to take an increased amount of responsibility for seeing that parents of children entering the first grade were informed of the telecasts since the usual public means of communication proved to be less than 100% effective.

Of the various means used, announcements over Station WEDU and over the various radio stations in the area were least effective. This tends to confirm the fact that relatively small numbers of people regularly listen to Station WEDU, which has been suggested by other indirect evidence mentioned previously.

It is not surprising that radio proved to be ineffective as a means of communication because the interviews scheduled over the radio came at such unpopular hours that the number of listeners would be expected to be relatively small.

Apparently the postcard showers and the announcements carried home by the students themselves were the most effective single means of communication as indicated by the 32% who marked "word of mouth." (It may be stretching the truth a little to assume that this category includes the postcard shower, but by oversight mention of this particular method of communication was omitted, and it is now assumed that parents learning of the program through this medium would check this alternative.)

Newspaper advertisements are only two percentage points behind, constituting 30% of the total. These percentages do not add to 100 since individuals were invited to check more than one source.

It is interesting to note that of the 375 persons returning questionnaires, 42 or 11% did not even own a television set.

When this number is added to those who did not choose to watch the programs, a total of 52% of the sample is accounted for.

Perhaps the most significant single piece of information is that 22 or 6% said they watched more than half of the programs while an additional 45 or 12% said they watched about half. If these two figures are combined, the total of 18% of individuals who watched about half or more of the programs would give us an estimate of a very much larger proportion of individuals watching than was revealed in the first parent questionnaires completed at the time of the opening of school.

The exact enrollment in Pinellas County first grades at the time this questionnaire was sent out is not available, but if the enrollment as of 1 September is used as a base, namely, 4,790 (it would be more than this), this would mean that 862 families watched about half or more of the programs instead of the 48 cases identified on the first parent questionnaire as watching 10 or more programs. Even if we restrict ourselves to the 6% who indicated that they watched more than half of the programs, the total number would be 287, which would have been a very acceptable number for experimental purposes. Thus, this questionnaire confirms beyond the shadow of a doubt that the findings of this study must be considered to be inconclusive because we were unable to identify at an early date the families who watched the program.

We were much concerned as to whether the competition at the particular hour when our program was scheduled was a reason for not watching the program. Of the 375 questionnaires analyzed, only 14 or 4% indicated that they preferred to watch another program.

One hundred seventy-six or 47% of the total indicated specifically that they did not have any other program which they preferred to watch. This still leaves 185 individuals who simply did not mark any answer to this question. Since we have no way of even guessing why the question was omitted, perhaps the safest conclusion is that this group, (approximately one-half of the total number returning questionnaires), did not feel keenly enough about the competition of some other program with "When Is September?" to bother to answer, and we, therefore, have a right to feel that if they had been sufficiently motivated to watch the program this group would have done so if they had been in Pinellas County at the time the program was put on the air, and if they found the program sufficiently interesting.

Question V which concerned the quality of the reception was rendered something less than 100% effective by the inadvertent omission in the printing of the instrument of the word "Poor" to describe the reception. It is, therefore, of particular significance to note that 64 individuals or 17% of the total number returning questionnaires voluntarily entered the word "Poor" on the questionnaire. These 64 did not watch the program. Therefore, for questions V, VI and VII a different base is used in computing the percentages.

Of the 375 questionnaires returned, 130 or 35% said they watched at least some programs; 245 or 65% did not watch any programs at all.

It seems more sensible to use the viewing group as the appropriate one to pass judgment on the quality of the picture and especially on the value of the series. Hence, the group of 130 viewers is used as the "voting" population.

There is no convincing indication that the quality of the telecasts improved after the 15th of August, which was the first date on which the new amplifier was put into operation. Fifty or 38% of the viewers indicated that there was some improvement, but 28 or 22% indicated that there was none. Fifty-two or 40% of the viewers did not answer the question at all.

The answers to Question VII to some extent are encouraging. Eighty-one or 62% indicated that the first half hour programs were entertaining for children while five or 4% said they were interesting for adults only. Five or 4% said they were very uninteresting.

Perhaps the results of this questionnaire can be summarized quickly by saying that the random sample study confirms our impression that the original parent questionnaire was not representative in indicating the numbers of parents who actually watched the program; that parent opinion concerning the program among those who watched was generally favorable; and that this is especially true if one takes into account the fact that watching educational television programs certainly cannot be considered to be a popular pastime if the direct and indirect evidence of this study can be credited. Many of the questionnaires returned interesting comments, a few of which are quoted below:

> "We were on our vacation most all of this time. When we returned the boys were so excited about seeing their friends, relating their adventures, etc., that they could not maintain interest."
>
> "It was aimed at too low a level, most children of five-six years are smarter and capable of more than they are given credit for. I think that this is true of public schools and most private schools."
>
> COMMENT: Every effort was made by the steering committee to keep the program at a level which would be suitable for the average or slightly below average pupil entering first grade. There is much evidence to indicate that this opinion would not be typical of the majority of parents watching.
>
> "Children felt let down because the first day they were asked to get materials for a scrapbook and then the program was not carried through and the materials were wasted. The children were eager to work and make things. *I feel this type of thing should be carried out next year.*"
>
> COMMENT: To the extent that this opinion represents the listening group, the program was indeed open to criticism. However, Mrs. Bailey as the continuity teacher tried very hard to give sufficient help on each program so that the parents could assist the child with the completion of the activity suggested. Almost every program did contain suggestions for activities to be carried out at home. Perhaps it was not clear to the parent that the articles made on subsequent programs were to go in the scrap book.
>
> "I think this is a wonderful way to inform parents as to what to expect. Things I had thought about but forgot were brought to mind in time to make the necessary preparations and adjustments."
>
> "I am sorry I did not know anything about this program. I work during the day so I guess that's why I never knew about it."
>
> "Sorry I don't have any comments. I work all of the time and didn't have time to watch the programs."

COMMENT: The last two quotations are typical of many indicating that working mothers constitute one of the main barriers to communication at the particular hours at which this program was scheduled. Would it be better to schedule a program of this sort in the early evening hours, even at the risk of losing some of the child viewers? Or would it be better to have the children's portion of the program during the daylight hours and the parents' portion in the early evening?

"Our first grader was well prepared for school by a fine kindergarten."

COMMENT: It has been indicated at the beginning of this report that there are no public kindergartens in Pinellas County. Apparently this family made use of the rather substantial number of fine private kindergartens in the county. If a public kindergarten was available for all children the focal point of such a program would be changed from first grade to kindergarten. In other words, the traumatic experience of breaking home ties would have been done a year earlier, but the program would have been just as advantageous at this level as at grade one, - perhaps even more so.

"This was my fifth child entering first grade."

NO COMMENT !

"I am very sorry I did not keep it on as I have heard it was very interesting from other mothers. I hope that it will be on next year as I most certainly will watch it."

"Had a boy going into first grade. He enjoyed watching and doing the things along with the teacher. Sometimes she went too fast for him, but I watched so he didn't miss too much."

COMMENT: Contrast previous comment that the program was too over-simplified.

"I think it was a wonderful way to prepare a child and his parents for his first year in school."

COMMENT: This comment came from a parent who indicated that more than half of the programs were watched.

There are many other interesting comments among the 375 questionnaires returned, but one gleans from these comments that the investigators certainly omitted a very important phase of the inquiry when they failed to ask parents to indicate systematically why they did not watch. For example, a very substantial number of non-viewing parents indicated that they were unable to watch because the mother was at work and was unable to make any systematic provision for the child to see the program. This suggests that it would be advisable another time to plan for group watching in small neighborhood or school groups. The following quotation most succinctly sums up this situation:

> "I am employed and have my children cared for during the day. I am sure, had we been at home they would have seen the entire series and benefited greatly. My little girl attended pre-school last year in preparation for her first year of public school in the 59-60 term. Thank you for your interest in my children's education."

The other pertinent comment that one can make in reviewing these remarks written on the questionnaires by the non-viewing parents is that there is plenty of repair business for the television appliance dealers in Pinellas County if the number of non-functioning sets reported is any indication!

RESULTS OF MEMORANDUM TO FIRST-GRADE TEACHERS

As a result of the data on hand as of March 1, 1960, especially the results of the questionnaires to the 1000+ case random sample of parents, it was quite evident that we had not identified all of the children who had watched a substantial number of the television program. It occurred to us that another way of getting at this problem of determining the total impact of the series was to ask the teachers to identify those children who had mentioned the program in class and to specifically identify those children who seemed to have been helped by the series. This memorandum to teachers which went out over the names of the Assistant Superintendent for Instruction and the Director of Educational Services Division (also the Principal Investigator), is included as Appendix I-6. It might be well to reproduce precisely the directions to the teachers because the analysis of the results indicates that the teachers in many instances certainly did not read the directions.

> "Please list on the line below the names of any children in your class who have referred to the 'When Is September?' programs either to you personally or to the class group in such a way as to indicate that they viewed at least a part of the series. Please star the names of students on whom you feel the program had a significant influence in adjusting in school."

It seemed quite clear from these directions that the teachers were to act independently of any previous questionnaires or investigations that might have been made and to indicate specifically those children they had personally observed as having been influenced by the program. In spite of that fact, many of the questionnaires came back with comments such as the following:

> "We had so few "When Is September?" forms that were filled in, it would be hard to tell what influence the program had. Those few were sent to your office without making a copy of the children's names."
>
> "In September a survey was made. Most parents who attempted to see the program were unable to get a picture."

Because of internal evidence of this sort, indicating that the information provided by the teachers probably was not too valid, no great emphasis has been placed upon the results of this phase of the investigation. By April 14, nearly one month after the original memorandum was sent to the teachers, one or more teachers in 34 schools had failed to return the memorandum to the central office. A follow-up memorandum sent to these schools listing the teachers by name who had failed to return the questionnaire resulted in returns from nearly all of the teachers in the county. At the close of this study 163 useable records had been received. Of these, 96 of the teachers indicated that they had not heard anything from the children in their classes concerning the program "When Is September?" Many went on to say that none in the class watched the program, and most of the comments had to do with lack of facilities and poor reception. Some said very candidly that they had not been able to follow up the program and to coordinate it with their own teaching because they themselves were not aware of the content. Some indicated that they did not even know there had been such a program in spite of the fact that they were asked to fill out an evaluative questionnaire within days after school opened.

Seventy-seven of the teachers did list the names of children who viewed the program, and these 77 teachers listed the names of 322 children. Of the 322 children 84 were starred as being students "on whom you feel the programs had a significant influence in adjusting to school." Some of the comments written by these teachers are very interesting indeed. A few of them are quoted below:

> "Susan taught the class the 'When Is September?' song. A few others seemed to have enjoyed watching it and commented."
>
> "All of the children (who watched) enjoyed the program. Some said that it made them like school and made them anxious to come. Others hoped they have it again. They would like to see it again."
>
> COMMENT: Apparently this referred to the children listed by the teacher as having watched.
>
> "'When Is September?' was seen by seven of my students and they liked it very much. My question to them was, 'Did it help you to understand first grade?' They agreed that it did."

Many of these teachers commented on the poor reception, and many of them indicated that they approved of the idea of having such a pre-school experience for the children as being helpful in gaining early adjustment to school. A few commented to the effect that it helped them personally because it provided an opportunity for them to observe other teachers' methods and techniques, many of which they adapted to their own situation.

Summary

If these data may be taken at their face value, more than 300 children in the county got enough from the television programs to lead them to comment about them in class, while 84 in the teachers' opinion were specifically helped in their adjustment. This is certainly not a sufficient number to justify the very large amount of expense involved in having such a program if one had to conclude that this was the best that could be done. It is encouraging, however, that even this number of children were helped when all of the circumstances are taken into consideration as described in the earlier portions of this report. Also, it certainly would seem to justify further experimentation.

INTERVIEWS WITH MOTHERS OF CHILDREN WATCHING TEN OR MORE PROGRAMS

The final phase of the investigation involving a questionnaire approach was a series of interviews with the mothers of children who watched ten or more programs. Out of the total of 48 originally identified, 45 mothers were available for interview when it became possible to schedule this work in the early spring.[1/]

Educational Services Division was fortunate in having on its staff a psychologist whose basic training had been in social case work. The staff member in question was given the assignment of visiting each of the families with a structured interview form as a guide, but with freedom to conduct the interview in any manner she saw fit, completing the form subsequent to the interview. Her interviews were informal and relaxed, and did not have the aura of a poll-taking type of situation. See Appendix I-7.

The information obtained by her discussions with the 45 mothers involved is summarized in Tables IV-8 and IV-9. In IV-8 information is provided concerning the number of programs watched. It should be recalled that this particular group was selected because they had watched a minimum of ten or more. From Table IV-8 it is evident that the median number of programs watched by the mothers was 12, but that three mothers actually watched all 20 programs.

[1/] Of the original 48 cases of children who had watched ten or more programs, one child had moved from the county and two other families were unavailable for the interview.

TABLE IV-8

Number of Programs Viewed by Parent (Mother)*

Number of Programs	Number of Viewers
10	7
11	7
12	6
13	4
14	2
15	4
16	5
17	3
18	2
19	1
20	3

Median number of programs viewed - 12

---

* According to information obtained by personal interviews with 45 parents.

TABLE IV-9

Summary of Results Obtained by Personal Interviews with Mothers Whose Children Were Reported to Have Watched Ten or More Programs

Number of interviews	45
Number of schools represented	27

1. Did you get new ideas about how to prepare your child for his first school experience?	Yes 29	No 16
2. Did the program stimulate you to seek further information or help for the new problems your child might have upon entering school?	Yes 16	No 29
3. Did your child get any understanding of what school would be like?	Yes 43	No 2
4. Since entering school have you seen any specific benefits he gained from watching the T.V. program?	Yes 31	No 14
5. Did the program help you see what an important part parents can take in assisting schools to provide a satisfactory education for your child?	Yes 41	No 4

EVALUATION BY CASEWORKER:

Number with good sense of responsibility (PTA member, etc.)		39
Number with poor sense of responsibility		6
Socio-economic status of the home:	Below average (for Pinellas)	6
	Average	21
	Above average	18
Parental attitude toward child and school:	Poor	7
	Adequate, Helpful, Understanding	16
	Superior - Healthy and Constructive	22

General attitude toward the program:	Liked it	44
	Did not like it	1
Convenience of time:	Convenient	40
	Not convenient	5
Quality of picture:	Good	20
	Bad	25

TABLE IV-9 (Continued)

Summary of Results Obtained by Personal Interviews with Mothers Whose Children Were Reported to Have Watched Ten or More Programs

Quality of sound:	Good	40		
	Bad	5		
Attitude toward method of presentation:	Approved	45		
Improvement during last portion of series:	Yes	18	No	19
Effect of the program on heightening interest in Educational television:	Increased interest	37		
	No change	8		
Currently watching WEDU?	Yes	24	No	21
Desired to have had other material included in series:	Yes	10	No	35
Should program be repeated?	Yes	45	No	0
Did child previously attend kindergarten?	Yes	16	No	29
	Church school	6	Private	10
Other children in primary grades?	Yes	20	No	25
Above primary grades?		7		

FROM THE CHILD'S POINT OF VIEW

Program helpful to child?	Yes	43	No	2
Watch eagerly?	Yes	40	No	5
At parent's insistence?	Yes	3	No	42
Participate in activities?	Yes	42	No	3
Gain new ideas about school?	Yes	42	No	3

OTHER PERTINENT INFORMATION

Place of viewing:	Home	40
	Elsewhere	5
Mother a teacher:		5
Mother working:		3
Mother older than average:		11

Table IV-9 summarizes a substantial amount of information which has very great significance for this study. This information was obtained by the caseworker, Mrs. Arleighn Butler.

There is, of course, very little point in repeating in context what is stated more succinctly in the tabulation above, but perhaps some interpretation may be helpful.

A little better than one-third of the schools in Pinellas County were represented by the 45 interviews, and these schools were well distributed over the county geographically.

It is perfectly evident from the tabulation that the case worker found this to be a superior group. Thirty-nine of the 45 mothers were judged to have a high sense of responsibility, while only six were considered to be poor in this quality. Even in the case of these six there may have been extenuating circumstances due to the situations under which the interviews had to be held.

As regards the socio-economic status of these families, the case worker could judge this best against a background of Pinellas County as a whole, which is definitely above average for the country. Since her judgment was that the group was somewhat superior, it is quite evident that the population is a selected one with respect to a national sample.

Good parental attitude is further reflected in the case worker's judgment that only 7 of the 45 mothers could be considered to have a poor attitude toward the child and the school.

Perhaps the most gratifying generalization that one can make from this intensive study of a small and admittedly select group is that this attitude was highly favorable toward the program.

As regards the quality of the television reproduction, more than half of the group indicated that it was poor, which again confirmed something repeatedly stressed in this report.

The group were unanimous in feeling that the program should be repeated for the benefit of other parents who have children entering the first grade.

When the interviewer attempted to find out from the parent what the child's reaction was to the program, it is quite evident that the parent saw the child as enjoying the experience very much, and especially of enjoying participation in the activities suggested by the continuity teacher.

The bare tabulations given in Table IV-9 are informative and necessary, but the real feeling for the results of these interviews is best presented in the interviewer's own words. The principal investigator asked Mrs. Butler to prepare a memorandum in a very informal style, giving her subjective reactions to the interviews, and because this is so very revealing it is reproduced in full below without editing.

Also included here is a second memorandum entitled "Items and Comments About the Evaluation," which throws additional light on the statistical data in Table IV-9.

May 4, 1960

MEMORANDUM TO: Dr. Walter Durost

FROM: Arleighn Butler

SUBJECT: Title "7" - General comments and suggestions I see as important.

Having completed this evaluation I can now confess to a sense of accomplishment which I did not feel possible as I began the project.

I feel the personal interviews with the mothers points up several things:

1. It was valuable and helpful to mothers and children alike.
2. They feel it well worth repeating for other first graders.
3. That if redone the film could be improved to point of excellence

I was impressed by the group. They were for the most part more than adequate mothers. The fact that there are mothers and children who need the program more than this group came up several times. Suggestions were made as to how to widen the interest in the program and more advertising and education about it is probably important. However, if some way could be devised to bring about participation in this by the schools -- more mothers would feel a responsibility to view it. The registration area seems to be the spot most would respond to. If registration of first grade children was in June -- the mothers could be individually impressed with the need for it and the schools indicate expectation that it would be done. It could be a kind of inferred requirement. Emphasis could be put upon its preparation value for entrance to school.

In line of registration suggestions, it appears an early summer date is good and that mothers appreciate suggestions like reading material and prefer to meet and know the school personnel before school opens in the fall.

Many parents responded to the T.V. suggestion to make a trip to see the school. Many would have liked a kind of Open House day -- so they could go into the school and visit. They would like to meet the principals and teachers who will teach their children. Great emphasis was put by this group upon the benefit to a child of being actually physically familiar with the school plant -- the people at the school. They feel this sort of thing could be coordinated with and be a part of the T.V. program.

It was my impression that viewing the T.V. programs in a group had some advantages but perhaps are not as important as those gained when viewed at home. At the school the child does become familiar with the school, he can work in a group at a table and watch the T.V. However, under this situation the mothers are concerned if their child misbehaves. They are distracted by the children during the parents' half of the program because the children are tired and restless and not interested in the discussion. Complete organization, control of the children and plans for the second half hour would be necessary if the school is used.

At home, children sat alone with the mother or with a few friends. There was freedom to ask questions and the mother gave immediate response. Many of the mothers discussed the program, made explanations to clarify the content and felt this very helpful to the child. Many had younger children and housework responsibilities which could be attended to -- even during the program.

It was pertinent that all first grade teachers this year were not completely familiar with the T.V. program or its content. It is felt to be important that they do -- so they are aware when references to it are made by children or parents.

The group was consistently appreciative of all safety information and even requested more emphasis on this; to include children walking, riding bicycles and riding busses.

Approximately second in importance to familiarity with school plan and personnel was the cafeteria information. Evidently at this age there is great apprehension about food, how it will be served and what; so that mothers see this as very important in relieving the concern of first graders.

Next came the conforming area. Since the experience will be so new to a child particularly if he has not gone to kindergarten, the mothers applauded everything which showed the child how to act, what to do, who would tell him. In general the children get a great deal from seeing this part of the new school experience.

Participation is considered very helpful; almost a must and that a maximum of this is included. Consistently the mothers saw the children as benefiting most when they could participate. The inference here is, of course, that every possible chance be utilized to get the idea over through participation. The child is intenselv interested in what he will be doing in school and if he can be kept busy by the program his interest is better. It matters not what device is used but that he be included, e.g. songs to sing; jingles to repeat; marching exercises; dances to do; along with the cutting, coloring, drawing, etc.

When participating with actual materials and directions are given, great care must be given to details of the instructions. They must be clear and simple. More closeup shots would be helpful but they need longer and clearer exposure to the child.

When the teacher gives a description of what is to come -- the response is better if the child is forewarned. Keep explanation always ahead of the actual doing. When children perform and talk all verbal material should be clear and distinct -- even repeated by the child or the teacher because the greatest frustration to the viewing child appears to be not seeing clearly or hearing accurately. The mothers agreed quite generally that this is when the child loses interest or becomes restless.

The format for the program as used was considered very good. The division of the child's half hour and then the parent's half hour with discussion was well received. There was an indication that an attempt could be made to create more naturalness -- that better acting if necessary be developed in all persons participating in the program. Also that no gaps or time lapses be allowed.

A few mothers commented upon having some problems in their children. For these the program appeared to point up needs, clarify or cause to seek further help at school. This was not general but it raises the question of the possible addition of a discussion which would make clear what some of the behavior problems of children can be at the first grade level. It could alert mothers to the problems not given too much concern at home but which make for poor group adjustments.

To sum up what has just been said in much too many words:

Show the first grader --

1. Where he will be
2. Whom he will be with
3. What he will be doing
4. How he will be doing it
5. Give some rules to expect and follow
6. Keep him busy while you show him
7. Be very clear in details
8. Make it all entertaining and fun

Mrs. Butler's statement provides its own best summary of this stage of the study, and the writer feels that no further comment is necessary.

May 4, 1960

MEMORANDUM TO: Dr. Walter Durost

FROM: Arleighn Butler

SUBJECT: Title "7" - Clarification of items and comments about the evaluation

PARENTS' HALF HOUR

1. Did you get new ideas about how to prepare your child for his first school experience?

   In elaborating for this the mother's comments showed emphasis in four areas.

   1. Ideas to talk over with the child
   2. Self-reliance needs - (clothing, tie shoes, know and write name and address)
   3. With older children in school the mothers felt they knew what to do
   4. Older children in school had oriented the child considerably for first school experience

2. Did the program stimulate you to seek further information or help for the new problems your child might have upon entering school?

   As is indicated about two-thirds responded "No" to this. The "Yes" responses emphasized the following:

   1. Got books, magazines or material from school
   2. Had older children in school so didn't need anything further
   3. Had conferences with principal or teacher or made a school visit

3. Did your child get any understanding of what school would be like?

   The responses here were not elaborated upon to the degree in other questions but can be generalized this way.

   1. It gave some idea of familiarity with the school and what to expect
   2. Seeing the plant, the people and activities was helpful to shy or apprehensive children particularly--to all children to a degree

4. Since entering school have you seen any specific benefits he gained from watching the T.V. program?

The responses here resulted in the naming of many specific, helpful things which are listed when given by several mothers. The predominant number named basic school activities to be expected and preparation for school and the need to conform.

1. Basic school activities
2. Seeing and knowing the school plant and people
3. Cafeteria procedures
4. Safety rules - use of busses and bikes
5. Conformity necessary in school
6. That school meant work - (not all playtime)

5. Did the program help you see what an important part parents can take in assisting schools to provide a satisfactory education for your child?

The evaluative comment necessary here is to point out that this is not an average group. For the most part these mothers were of a high type, good intellectual and economic background. They were consistently interested and aware of parental responsibilities toward their children and the schools.

6. Casework evaluation:

a. General status of the home

It is necessary to point out that this classification is basically an economic one. The caseworker set up these categories for judgment within the group itself. If compared to a national average, the status for three-fourths of this group would probably be above average.

b. Type of mother

Here, again, if a comparison is made other than within the group itself, three-fourths or more of these mothers would be considered average.

For the most part they were young, alert, active women seriously concerned with and interested in the welfare of their children. They were cooperative and interested in the questions asked. It was apparent that this is a group actively doing constructive things toward a good educational adjustment for their children.

c. General attitude

Here, again, the nature of the group tends to distort what would be true of a more unselected group.

These mothers in general had a healthy concern, that their children do well in school and make a satisfactory adjustment to it. They appeared to have good reasonable parental attitudes and a studied awareness about what was dynamic to their children's growth.

CHILDREN'S SHEET

1. Did your child attend kindergarten before watching this T.V. program?

The important factor here seems to be the awareness on the part of most of the mothers that kindergarten is helpful. In the group of 29 children who did not attend the mothers would have liked to have had their children go if it had been possible.

In the group of children (16) who did attend kindergarten, the mothers saw their children pretty consistently as ready for first grade. It was in this group where the mothers saw their children as bored by the T.V. program or as having been exposed to the content and, therefore, not needing it as much as others who had not gone to kindergarten.

2. Do you have other children in the primary grades?

In this group the pattern was consistent. When there was an older sibling in a primary grade the mothers were assured; said they knew what to expect; that from association with children in school the younger ones pick up a familiarity about school which makes it easier for them to enter first grade.

This was true even of mothers who had children not in primary grades but in junior high school or senior high school.

3. Was the program belpful to your child?

By way of explanation here: Only two women saw no benefits at all to their child. The "Yes" group contains all positive comments regardless of varying degrees of helpfulness commented upon.

A. Did he watch it eagerly?

This classification contains varying degrees. Positives were included even if at times critical comments were included. This was done because it was consistently pointed out that the poor reception or poor sound affected the child's interest -- so if at any time the child was eager to watch -- it was classified as yes.

B. Did you insist he watch it?

The observation here can be made that as a group these mothers felt the children would get nothing from the program unless held by their own interest in it. As a result there were practically none coerced to watch.

C. Did he participate in the suggested activities?

The yes figure includes any degree of participation. The mothers consistently applauded this and ask for more. Evidently the child's interest is better held when he is participating either by use of concrete things -- or by song and dance. Urging to participate by teacher was helpful. The making of the scrapbook was most popular activity.

It was emphasized by mothers that directions must be clear and detailed. They want to be prepared and know what materials will be required.

The greatest single distraction to the participation activities was outside activity by other children in the neighborhood.

It is important to note that several mothers of younger children said they participated with the first grader and got a great deal from the program.

D. Did he get any ideas about school which made the real experience easier?

It would appear that considerable of specific value was gained by the children. The best way to indicate this will be to list the references made by the mothers and show how many of them commented on each at sometime while answering this question.

1. Understanding of what school would be about - 20
2. Familiarity with school plant - 13
3. Cafeteria program - 11
4. Safety program - 9
5. Learning to conform - 9
6. Promoted enthusiasm for school - 7
7. Familiarity with school personnel - 6
8. What to do at school, the activities - 6
9. Participation and association with other children - 5
10. The readiness things necessary - 3
11. The use of the busses - 3
12. The visit through the school - 2
13. Program about the first day in school - 2
14. The look and listen program - 2
15. The fire drill - 2
16. Library - 1
17. The use of the rest room - 1
18. Learning songs - 1
19. Teaching of writing or numbers - 11

GENERAL QUESTION SHEET

1. What did you think of the program in general?

In general, the program was very well received. The women were enthusiastic about it and felt it helped their children and themselves.

There were suggestions and criticisms based on individual differences or needs but proof of its acceptability is the fact that all 45 mothers interviewed gave an emphatic "Yes" when asked if the program should be repeated for other children entering school next fall.

A. Was the time convenient?

The time was convenient.

B. How was the picture?

The reception of the picture was generally poor. Our statistics show about equal good or bad results. This does not reflect the true situation. Many mothers pursued the program in spite of poor reception and watched even though they commented that it was either frustrating or boring to the children when they could not see a clear picture.

C. How was the sound?

The sound was consistently good enough to be heard.

D. Did you like the way it was presented?

The manner of presentation was acceptable to all with a few suggestions for improvement such as:

1. More visits to school plant be included.
2. Give more registration details.
3. Be sure all close-up shots are clear enough and held long enough for children to see them and know what to do in the participation.
4. Be sure to advise of materials necessary for participation the day before being used.

Constructive comments were consistently that:

1. Children's half be first -- so they don't become restless
2. This allows the mother to listen and give full attention to parents' half and children can be excused
3. Acquaintance with a T.V. teacher of such excellent personal qualities is very helpful to children

E. Did you notice any marked improvement during the last week of the program?

About half did notice some improvement in the last two weeks of the program but it is noted that 8 commented upon not seeing the last few programs.

2. Did this program increase your interest in Educational T.V.?

It is of interest that 37 mothers said it did increase their interest in Educational T.V. This includes those who stated they had already been interested. More than half watch it not regularly but pursue some program of individual interest. Following is a listing of programs mentioned and the number of mothers who included it in their response to our question.

Are you watching any program now? If so, what program?

1. Their child's school program usually Social Science - 14
2. Language - 13
3. Pursued individual interests - 6
4. Kaptain Kangaroo, Kindergarten Korner or Romper Room - 7
5. Know your schools - 4
6. Family and homemaking - 4
7. Health - 2
8. Music - 1
9. Science - 1
10. Art - 1

3. Would you have liked other things to be included in the program?

The figures show that most mothers were pleased with the content of the program. Many stated that they had forgotten the details because there has been such a time lapse since the program was presented. If this questionnaire had been done last September or October there would have been many more specific answers given.

Suggestions made for inclusion were:

1. Emphasize early the need for a physical exam.
2. Clarify and detail all material needed for registration day.
3. Explain more fully Special Services offered by the school system
4. When groups watch program at school -- will need better organization -- children get tired and noisy and distract the mothers during their half.
5. Need more participation projects to keep children working with those in T.V.
6. More details on Safety -- rules for bicycles at 1st and 2nd grade level.
7. Participation should be simplified and more close-up used to demonstrate.

4. Do you feel the program should be repeated for other children entering school next fall?

This really needs no comment. However, mothers of only one child or her first in school felt the program had been of most help. Many women who had other children in school felt this had helped them to know what to expect and commented that for children who had not been to kindergarten or had no brothers or sisters in school the program certainly should be very helpful.

CHAPTER V

PRESENTATION AND INTERPRETATION OF STATISTICAL DATA

A reference back to Chapter I which stated the intent with respect to statistical analysis indicates clearly that a rather more elaborate analysis was proposed than was possible on the assumption that larger numbers of cases would be available for study. Certain other weaknesses have already been noted with respect to the experimental design growing out of the circumstances under which the project was undertaken. However, the available data are presented in this chapter based upon 42 experimental cases (who watched ten or more of the television programs) for whom complete test information could be obtained, and their statistical twins.

Representativeness of the 42 case sample

It would be desirable to demonstrate that the 42 cases constituting our experimental group were representative of the entire county in every major respect. However, certain gaps in our basic data do not make this possible. For example, we have no summarization of the socio-economic status of the county obtained by analyzing data for individual families and preparing appropriate summaries. Such information was potentially available, but the cost of making the analysis was beyond the reach of this study.

It is not possible to say that the group is comparable to the entire grade group with respect to potential learning ability or school achievement because the measures used with the first grade and subsequently reported in this analysis are ones which are very sensitive to the kinds of information and experiences presented over television. It would have been ideal if the experimental group could have been tested prior to the beginning of the television series with some instrument such as an individual Stanford-Binet or Wechsler to provide information concerning the range and representativeness of their school learning potential. This was obviously impossible both in terms of money and in terms of the time schedule imposed on us by the restrictions noted at the beginning of this report.

From Mrs. Butler's series of interviews it was found that 16 of the 45 children involved in her part of the study had attended kindergarten, or expressed in percentage terms, this would be about 36%. This is undoubtedly a higher percentage than would characterize the county as a whole.

Nearly half of the experimental group had brothers or sisters who already were in the primary grades which meant that the mothers were fairly well informed even before the series began as to the type of experiences their children would encounter. For these mothers the second portion of the program would in many instances be repetitious and boring. However, the consensus of the group that the children themselves learned by television experience is very significant.

Although we do not have any specific information on this point, it is surely true that less than 50% of the children entering kindergarten also have brothers and sisters in the primary grades, so this is another respect in which the experimental group is atypical.

Perhaps most important of all are those factors which cannot be reduced to statistics having to do with the attitude toward school and toward family life which characterizes the group. This came out clearly in Mrs. Butler's analysis and indicates that this was indeed a selected group from that point of view.

It should be emphasized that there are no ways known to cancel out some of these more subtle effects, and, therefore, the statistical comparisons which follow must be viewed in light of these selective factors.

Test results available

Pinellas County has an extensive testing program so that it was not necessary to administer any additional tests to the control or experimental groups involved in this study.

The Metropolitan Readiness Test is given as quickly as possible after the beginning of school throughout the entire county, usually within the first two weeks.

About the middle of the second semester the Pintner-Cunningham General Ability Test is administered on a voluntary basis, but most of the schools in the county take part. The purpose of this test is to provide an early estimate of general intelligence or learning ability as contrasted to specific school readiness so that this information can be used in connection with decisions concerning promotion to second grade.

As nearly at the end of the school year as is practicable from an administrative point of view the Metropolitan Achievement Tests: Primary I Battery is administered to provide a further estimate of the achievement level of children for use in promotion, grouping, and the like. All of these data are available for the 42 cases comprising the experimental group and for a 42-case matched sample of "statistical twins."

The nature of the control and experimental groups from the point of view of socio-economic status

Information was available in the files of Educational Services Division giving the education and the occupation of the father and mother. These data were used to select a set of statistical twins for the cases comprising the experimental group. Matching was on the basis of race, sex, school with only one or two exceptions, age, and socio-economic status. All cases were white , not by design but because there were no negro children for whom complete data were available. This information is summarized in Table V-I-a and V-I-b. The data are presented separately for boys and for girls in the two groups.

TABLE V-1a
PERTINENT DATA CONCERNING THE MATCHED PAIRS OF PUPILS IN THE EXPERIMENTAL AND CONTROL GROUPS

BOYS
EXPERIMENTAL GROUP

Arbitrary Case No.	Education Father	Education Mother	Occupation Father	Occupation Mother
1a	12	7	Office manager	Reg. nurse
2a	14	12	Electrical designer	
3a	11	12	Construction foreman	Housewife
4a	12	12	Service appliance repair	Housewife
5a	16	16	Realtor	Housewife
6a	12	12	Transit operator	Housewife
7a	M.A.	Voc. Home Ec.	High School teacher	Housewife
8a	12	12	Plumber	Housewife
9a	11	13	Letter carrier	
10a	12	12	Printer	Housewife
11a	12	16	Plumbing contractor	Housewife
12a	12+	13	Electrician	
13a	Seminary	Bus. Col.	Minister	Housewife
14a	12+	12	Auto mechanic	Housewife
15a	12+	12	Meteorologist	Housewife
16a	11	8	Instrument man - surveying	
17a			Electrician	Housewife
18a	M.Ed.	15	High school teacher	Housewife
19a	15	12	Minister	Housewife
20a	11	11	Ass't registrar VA	
21a	11	11	Sheetrock finisher	Housewife
22a	11	12	Service station operator	Housewife
23a	12	12	Auto mechanic	Housewife

GIRLS
EXPERIMENTAL GROUP

Arbitrary Case No.	Education Father	Education Mother	Occupation Father	Occupation Mother
24a	12	12	Owners, coffee mills and Inn	
25a	12	12	Salesman	Housewife
26a	12	12	Industrial mechanic	Housewife
27a	16	12	Assistant manager	Housewife
28a	12	12	Patrolman	Housewife
29a	14	14	Purchasing agent	Housewife
30a	12	12	Prop. boat business	
31a	12	12	Sales manager	Housewife
32a	16	16	Insurance supervisor	Housewife
33a	Law Deg.	16	Salesman	Teacher
34a			Grandparents	
35a	College		Swim. pool operator	Housewife
36a	12	13	Truck driver paving co.	Housewife
37a	12	12	Plasterer	Musician
38a	13	14	Steelworker	Housewife
39a	15	16	Auto dealer	Home economist
40a	11	11	Plasterer	
41a	M.D.	14	Physician	Housewife
42a	12	12	Manager variety store	Housewife

TABLE V-1b
PERTINENT DATA CONCERNING THE MATCHED PAIRS OF PUPILS IN THE EXPERIMENTAL AND CONTROL GROUPS

BOYS
CONTROL GROUP

Arbitrary Case No.	Education Father	Education Mother	Occupation Father	Occupation Mother
1b	16	16	Free lance writer	Library ass't
2b	12	16	Salesman	Inv. audit clerk
3b			Salesman	Housewife
4b	12	8	Plumber	Housewife
5b	12	11	Gas station attendant	Housewife
6b	12	12	Tilesetter	Housewife
7b	14	M.A.	Jr. Col. Teacher	Housewife
8b	12	12	Shop superintendent	Housewife
9b	11	12	Electrician	Housewife
10b	12	16	Insurance salesman	Housewife
11b	12	B.E.	Engineer	Housewife
12b	12	12	Auto mechanic	
13b	12	14	Gen'l insurance ag'cy	Housewife
14b	12+	12+	Barber	Reg. nurse
15b	12	16	Electrical engineer	Housewife
16b	12	12	Accountant	Housewife
17b	11	12	Furniture finisher	Housewife
18b	14	M.A.	Furniture finisher	Assembler
19b	College	12	Electronic technician	Housewife
20b	12	10	Builder	
21b	12	12	Route salesman	Housewife
22b	12	10	Builder	Housewife
23b	11	9	USN Retired	Office manager

GIRLS
CONTROL GROUP

Arbitrary Case No.	Education Father	Education Mother	Occupation Father	Occupation Mother
24b			Nurseryman Ret. Army Captain	Housewife
25b	12	8	Auto mechanic	Bookkeeper
26b	12	16	Industrial engineer	Housewife
27b	11	10	Prop. Auto Transmission Shop	
28b	12	14	Mail carrier	Housewife
29b	12	10	Vending mach. sales.	Housewife
30b	13	12	Owners: heat. & air conditioning bus.	
31b	12	10	Carpenter	
32b	12	12	U. S. Army	Housewife
33b	16	16	Salesman	H.S. teacher
34b			Grandparents	
35b	9	10	Painting contractor	Housewife
36b	12	12	Linotype operator	Telephone oper.
37b	16	16	Restaurant owners	
38b	15			Insurance clerk
39b	12	12	Deputy sheriff	Hospital Office worker
40b			Industrial mechanic	Housewife
41b	12	12	Sales manager	Beautician
42b	12	12	Sales engineer	Supermarket Checker

The first section of this table has to do with the experimental group and the second section has to do with the control group. The information on the occupation of the father and mother came from a personal data sheet completed by the parents at the opening of school.

It is perfectly obvious in some cases that these data could be much more specific than they are. However, it was not possible to contact the individuals involved in both control and experimental groups to get more specific information, and, therefore, the use has been made of the data available.

It is not thought feasible to attempt to quantify these data in their entirety, but an attempt was made to obtain an index of socio-economic status from the occupation of the father. To do this, the writer turned to the Sims Social Class Identification Occupational Rating Scale. This is an instrument which was intended to provide an index of social prestige by requiring the person completing the form to relate his father's occupation to a series of occupations which had been previously scaled. However, the scale was not used in the manner for which it was originally devised, but use was made of the fact that 42 occupations were listed in rank order of social prestige.

The manual which accompanies the Sims SCI Occupational Rating Scale describes the procedure whereby the rank order of occupations was arrived at. It doesn't seem essential to include in detail a description of this procedure, but it may be helpful to mention that 646 male and female judges including college students, high school students, and out-of-school adults covering a wide range of occupations were used to arrange a series of 110 occupations in judged order of their social prestige. By subsequent analysis the total of 110 was reduced to the 42 on which there was the greatest consensus. These occupations rearranged in the order of their social prestige are reproduced in Table V-2.

Since this constitutes a rank order of occupations it was possible to assign a stanine rating to any position in the scale. Of course this involved the assumption that social prestige is distributed at least roughly according to the normal curve, which does not seem to be an unreasonable assumption. Note that this has nothing to do with the number of individuals who fall in each occupational category in the general population. Obviously there are many more garbage collectors in the United States than there are United States ambassadors, to take the two occupations which occupy the extreme positions. The assumption is that the social prestige value of occupations is normally distributed, with the great mass of workers falling in a definitely middle class group with respect to prestige, and smaller and smaller numbers falling at the extremes of such a scale.

With the ranks transformed into stanine values in the manner indicated, the next step was to assign a social prestige stanine to each child in both control and experimental groups. The procedure for doing this was to compare the father's occupation as given with the Sims scale and to judge where in this scale the individual would fall. Since we were dealing with rather

Table V-2

Sims SCI Occupational Rating Scale

'restige Rank	Occupation	Stanine
42.	United States ambassador	9
41.	Transcontinental railroad president	9
40.	State supreme court judge	8
39.	President of large bank	8
38.	University president	8
37.	Executive vice-president of large corporation	7
36.	Surgeon	7
35.	Mayor of large city	7
34.	Owner of a chain of stores	7
33.	Corporation lawyer	7
32.	State treasurer	6
31.	Dentist	6
30.	United States army colonel	6
29.	Civil engineer	6
28.	Minister	6
27.	Newspaper editor	6
26.	Certified public accountant	6
25.	Building contractor	5
24.	Owner-operator of large farm	5
23.	Druggist	5
22.	Radio announcer	5
21.	High school teacher	5
20.	Government clerk	5
19.	Real estate salesman	5
18.	Owner-operator of neighborhood grocery store	5
17.	Bookkeeper (for a store)	4
16.	Telegraph operator	4
15.	Owner-operator of small bakery	4
14.	Railroad ticket agent	4
13.	Bricklayer	4
12.	Truck gardener or farmer	4
11.	Telephone operator	4
10.	Automobile mechanic	3
9.	House-to-house brush salesman	3
8.	Factory worker	3
7.	Cashier of small restaurant	3
6.	Filling-station attendant	3
5.	Cotton-mill worker	2
4.	Cook (for a family)	2
3.	Janitor	2
2.	Farm hand	1
1.	Garbage collector	1

broad groupings as expressed in stanine transformation, minor variations upward or downward were of comparatively little significance. However, in order to insure added stability in these judgments, this task was performed independently by three competent judges who then reconciled their differences to arrive at a final stanine rating for each case in both control and experimental groups. No attention was paid to the fact that a particular individual in the experimental group was paired to another individual in the control group. In other words, the task was done sequentially for all the experimental group and then for the control group. Once this process had been completed, a distribution was made of the social prestige ratings for the two groups and the mean and standard deviations of each of the groups was found.

The distribution of these ratings for experimental and control groups is shown in Table V-3. The restriction in the range is obviously due to the small sample and the local nature of the group. For example, it is not likely that many U. S. ambassadors would be found in a given locality and in a very small sample.

The mean social prestige rating for the experimental group was 4.6 (in stanine units) and 4.5 for the control group. The standard deviations of the ratings were .75 for experimental and .80 for the control. The difference of one-tenth of a stanine point between means is not statistically significant (t ratio .59). The data from Table V-3 indicate that this is distinctly a middle class group with no extremes at either end of the scale.

Table V-3

Distribution of Social Prestige Stanines
Derived from the Sims SCI Scale
for Experimental and Control Groups

Stanine	Experimental	Control
9		
8		
7		
6	4	5
5	20	15
4	15	18
3	2	3
2		
1		
Mean	4.6	4.5
Standard deviation	.75	.80

Note: One child in each of the two groups (a matched pair) is not included because of living with grandparents.

Intergroup comparisons

Having done all that can be done with available data to establish the representativeness (or lack of it) of the experimental and control groups in comparison with the total group in the county, it now remains to make intergroup comparisons in terms of the available test information.

Descriptions of the tests used

The Metropolitan Readiness Test includes readiness for both formal reading instruction and for work in the area of arithmetic. Tests 1-4 are related primarily to reading; Test 5 is directly related to counting and numbers, while Test 6, Copying, is a measure of the child's ability to reproduce a given figure, these items including geometric forms, letters, and numbers.

In this analysis Tests 1-4 have been combined and, similarly, Tests 5 and 6. Finally, a total score for the entire battery also was obtained.

As indicated in the timetable on Page 17, the Metropolitan Readiness Test was given during the period immediately following September 8.

The second test available to us was the Pintner-Cunningham General Ability Test administered the week of March 14, 1960. This is a long-established omnibus type test of intelligence or mental ability involving a number of subtests which are combined into a total score translated into a normalized standard score and interpreted in terms of mental ages and deviation IQ's. The standard score can be considered a measure of mental power rather than brightness and is superior to mental ages for all statistical purposes. This is the score used in the following comparisons.

The final test available was the Metropolitan Achievement Tests: Primary I Battery, Form B, administered during the week of May 2, 1960. This Battery contains four subtests as indicated in Table V-4. The values given in the table are based on raw scores. There is no need for describing each subtest specifically as the name of the test sufficiently indicates the nature of the content.

Statistical comparisons

No county-wide distributions were made for the Metropolitan Readiness Test since the purpose of this testing program was to provide data for the benefit of the local school. In order to obtain a suitable comparison group, a random sample of 1000 cases, 500 boys and 500 girls, was drawn from the total population, and the relevant test information was punched into IBM cards for this population.

For the remaining tests the total grade populations were available and are used.

In Table V-4 the means and standard deviations are given for each of the tests described above, while in Table V-5 differences between means are tabled, along with the standard errors of the differences and the critical ratios. Our interpretation of these data can be limited to a consideration of

TABLE V-4

Means and Standard Deviations of Total Population or Large Random Sample and Same Values for Experimental and Control Groups

TEST	Total Population or Large Random Sample		Experimental Group		Control Group	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Metropolitan Readiness Tests 1-4	50.54	10.60	54.50	9.14	51.43	9.93
Tests 5 & 6	19.20	8.07	23.31	5.79	20.07	6.81
Total	69.74	17.54	78.07	11.68	71.52	15.69
Pintner-Cunningham Primary Test	108.48	14.58	117.00	10.64	111.52	12.24
Metropolitan Achievement: Primary Battery Form B						
Test 1: Word Knowledge	22.56	7.80	27.64	6.12	23.36	6.97
Test 2: Word Discrimination	22.84	8.18	27.21	5.71	24.71	6.80
Test 3: Reading	23.17	11.00	31.44	9.82	24.79	10.17
Test 4: Arithmetic Concepts & Skills	47.91	11.96	53.78	6.06	51.53	6.84

TABLE V-5

Comparison of Means for Populations Described Above (Table V-4)

	Total vs. Control			Total vs. Experimental			Experimental vs. Control		
TEST	Diff.	SE Diff	Crit. Ratio	Diff.	SE Diff	Crit. Ratio	Diff.	SE Diff	Crit. Ratio
Metropolitan Readiness									
Tests 1-4	.89	1.50	.60	3.96	1.45	2.73*	3.07	2.08	1.48
Tests 5 & 6	.87	1.53	.57	4.11	.93	4.42*	3.24	1.38	2.35**
Total	1.78	1.41	1.26	8.34	1.88	4.42*	6.55	3.02	2.17**
Pintner-Cunningham Primary Test	3.04	1.12	2.70*	8.52	1.66	5.15*	5.50	2.50	2.19**
Metropolitan Achievement: Primary Battery Form B									
Test 1: Word Knowledge	.80	1.11	.72	5.08	.95	5.33*	4.28	1.43	2.99*
Test 2: Word Discrimination	1.87	1.04	1.80	4.37	.89	4.90*	2.50	1.37	1.82
Test 3: Reading	1.62	1.56	1.04	8.27	1.54	5.35*	6.65	2.19	3.03*
Test 4: Arithmetic Concepts & Skills	3.62	.62	5.83*	5.87	.96	6.13*	2.25	1.41	1.60

* Significant at the 1% level
** Significant at the 5% level

TABLE V-5

Comparison of Means for Populations Described Above (Table V-4)

TEST	Total vs. Control			Total vs. Experimental			Experimental vs. Control		
	Diff.	SE Diff	Crit. Ratio	Diff.	SE Diff	Crit. Ratio	Diff.	SE Diff	Crit. Ratio
Metropolitan Readiness									
Tests 1-4	.89	1.50	.60	3.96	1.45	2.73*	3.07	2.08	1.48
Tests 5 & 6	.87	1.53	.57	4.11	.93	4.42*	3.24	1.38	2.35**
Total	1.78	1.41	1.26	8.34	1.88	4.42*	6.55	3.02	2.17**
Pintner-Cunninghan Primary Test	3.04	1.12	2.70*	8.52	1.66	5.15*	5.50	2.50	2.19**
Metropolitan Achievement: Primary Battery Form B									
Test 1: Word Knowledge	.80	1.11	.72	5.08	.95	5.33*	4.28	1.43	2.99*
Test 2: Word Discrimination	1.87	1.04	1.80	4.37	.89	4.90*	2.50	1.37	1.82
Test 3: Reading	1.62	1.56	1.04	8.27	1.54	5.35*	6.65	2.19	3.03*
Test 4: Arithmetic Concepts & Skills	3.62	.62	5.83*	5.87	.96	6.13*	2.25	1.41	1.60

* Significant at the 1% level
** Significant at the 5% level

Table V-5. If we take the null hypothesis approach to this analysis, we can state our first hypothesis as follows: "There is no significant difference between either the control or the experimental groups in comparison with the total population groups as defined."

For the Metropolitan Readiness Test an examination of the critical ratios indicates that none of them reaches even the 5% level of significance when total group is compared with the control group. However, all of the differences favor the control group as is evident by reference back to Table V-4.

In the case of the comparisons of the total group versus the experimental group, all of the differences are statistically reliable at the 1% level, and thus the null hypothesis must be rejected.

This leaves unsettled, however, the extent to which the differences noted are due to the experimental variable, namely, the television series, largely because the comparison of total and control groups show consistent if not statistically significant differences in favor of the control group.

The most important single comparisons, of course, are between the control and experimental groups, where an attempt has been made to match these cases on a case-by-case basis. Again, in this case we state the null hypothesis as follows: "There are no statistically significant differences between experimental and control groups after equating on the basis of race, school, sex, chronological age, and socio-economic status."

We find that the critical ratio of 1.48 for Tests 1-4 of the Metropolitan Readiness Test fails to reach the level of significance at the 5% level and, therefore, the hypothesis would be accepted. However, for both Tests 5 and 6 and for the total Readiness Test score the ratios are large enough to indicate that they are significant at the 5% level, being 2.35 and 2.17 respectively.

Statistical comparisons of this sort are made with something of a tongue-in-cheek attitude since the formulas used apply to strictly random samples which these obviously are not. From a common sense point of view, it seems more significant to point out that all three differences favor the experimental group and let it go at that. If the N's were larger, there is every reason to believe that they would be statistically significant.

As regards the Pintner-Cunningham Test, the difference between total and control groups is statistically significant at the 1% level, as is the difference between the total and experimental groups. The difference between the experimental and control groups is significant at the 5% level.

Comparisons of this sort can be made for the Metropolitan Primary I Battery on a test-by-test basis, but it seems sufficient to generalize as follows: The pattern of differences follow essentially that shown in the earlier comparisons. Considering in detail the comparisons between experimental and control, the critical ratios exceed the magic 2.58 level in the case of Word Knowledge and Reading and thus are statistically significant at the 1% level. In the case of Word Discrimination and Arithmetic, these ratios fall below the 1.96 level, and, therefore, are not statistically significant even at the 5% level.

Here again, from a common sense point of view, one must bear in mind the fact that the formulas used do not strictly apply because of lack of randomness in the samples, and the common sense interpretation of the data is that the consistency of the differences argue for the assumption that the television experience has had a real effect on improving the test performance of the experimental group as compared to the control group.

To summarize these statistical comparisons, there is no instance where the experimental group mean fails to exceed its companion value from the control group, and the results are encouraging to the investigator in his belief that under more favorable conditions educational television can help improve the performance of children on standardized tests administered throughout the period of the first grade.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

If one truly believes in the old adage that the best way to learn is by experience, then this project has provided a very fruitful opportunity for learning. This is not to say that lack of specific experience is to be considered an excuse for sloppy design and poor execution. In retrospect many things would now be done differently than they were at the time this experiment was first undertaken. However, because of the novelty of the area of experimentation, it seems fair to say that many of these difficulties could not have been anticipated. However, in order to serve those who may follow in our footsteps as adequately as possible, a frank appraisal of the limitations of the study certainly should be helpful.

Limitations of this study

A. Insufficient time was allowed for the production of the films and the televised programs. If this investigator were to attempt to carry out this project again, he would insist upon at least a full school year to produce the films alone. This would allow for more adequate orientation of school personnel and the filming of activity throughout the developmental period of the school year. It would allow for more careful selection of teachers, for the rehearsal, and for reshooting where necessary in order to get adequate films. It is felt, however, that there is no substitute for the spontaneity and realism of the actual classroom in many situations, even to the point of allowing some of the distractions such as outside noises, etc., to come through, provided these do not keep one from following the trend of the presentation.

As regards the second portion of the program for parents, facilities are now available which were not available at the time the project was undertaken which would permit the production of videotapes. This would mean that portions of the program which did not come across well could be re-done, and Part II of the program could be produced ahead of time as well as Part I. Assuming a reasonable reservoir of tape, this would not be an expensive process since the tapes are reuseable.

B. The camera equipment used for taking the sound motion pictures in the classrooms provided a good picture, but inadequate sound. Provision would certainly have to be made for a multiple microphone input so that classroom activities could be picked up with more fidelity. Also, in retrospect, it would seem wise to have the motion picture portions of this project, if it were done again, done by professional cameramen used to working under very difficult conditions such as may exist in the classroom. This is not in any way to be intended as a criticism of the cameraman used in this project, but simply to say that he was forced to carry more responsibility than he should have been assigned, and he did not have adequate assistance.

C. The experimental design did not provide for sufficient control over the collection of the data to be used in evaluating outcomes. The idea of having every parent at least sign a questionnaire and return it whether he watched the programs or not, was sound, but did not work in practice. Possibly the collection of information from parents should have been limited to the simple statement that the parent did or did not watch the series, and subsequent information should have been obtained by direct personal contact with the parent in the home or by mail rather than depending upon the completion of a questionnaire at the time of school registration.

The same general criticism can be levelled at the collection of data from the classroom teachers. Apparently they were insufficiently instructed or motivated so that the returns from this group, which one had a right to expect would be good, were inadequate. Granting that not all of the teachers could possibly have watched the program due to personal complications, some provision should have been made to be sure that at least a good representative sample of teachers did view the program as telecast in order to provide an adequate evaluation from the teacher's point of view.

D. It is quite possible that the number of programs (twenty) and the length of the programs (one hour, including both portions) was excessive.

E. While the publicity was as good as it could be under the circumstances, closer cooperation with the schools in identifying the parents of children to be registered in the fall might have resulted in calling the attention of larger numbers of parents to the program.

To insure an adequate experimental sample, some provision should have been made for a "captive" audience by personal contact with a sufficient number of families prior to the series to be sure that these families would agree to watch and have their children participate in the activities presented over television.

The writer, as principal investigator, was unable because of other pressing duties to devote the time necessary to the project to guarantee it best possible implementation.

F. This project was undertaken at the community level in a situation which was surprisingly favorable to research as compared to most communities, but in retrospect it certainly would seem wise for some one person at least to be detailed to work on this project full time without having any other major responsibility.

Overall evaluation of the present project

In spite of all of the weaknesses and shortcomings which have been freely presented and discussed without reservation, the principal investigator feels that this project has contributed notably to answering the basic question as to the effectiveness of educational television as a pre-school experience. The evidence adds up in such a way as to indicate a very strong likelihood that such television experience can contribute notably to the adjustment of children in school if properly planned, and if those for whom it is designed are motivated to take advantage of it. With all humility, therefore, the principal investigator suggests that this experiment has been a success in the sense that a more carefully planned experiment under similar circumstances almost surely would confirm and extend the conclusion that television can be helpful in this situation.

Recommendations for future action

A very substantial amount of money has been invested in the production of films, both live and by kinescope, which constitute a very valuable reservoir of material. It is suggested that immediate consideration be given to the possibility of carefully reviewing and screening this material so that it may be re-used, perhaps many times and for a number of purposes.

This investigator is convinced that much of the material would be invaluable for the training of teachers in the primary grades, and specifically for first grade teachers. The teachers themselves have indicated that they found much that was helpful by way of illustration of methods for handling first grade children and it is felt that the continuity teacher was exceptionally fine in this regard. The spontaneity of the children's reactions is also revealing in a way that professional child actors would never be since they would be working from preconceived scripts prepared by adults. There are examples of the wrong things to do, undoubtedly, and these can be as effective as the examples of correct methods and procedures as well as content.

The films have much of value that could be used in parent-teacher workshops through the medium of the local PTA groups. Possibly this is the best way to reach the parents of children who are about to enter first grade. By identifying them and inviting them to participate in such workshops prior to the opening of school they might be led to feel that they were more a part of the group. The use of the film under these circumstances would bring a reality to such workshops that would surpass any amount of lecture presentation in its effectiveness.

Some considerable part of the material currently available could undoubtedly be used effectively on T.V. if this series were repeated, especially if the series was drastically cut in length. The suggestion has been made that the children's portion of the program might be limited to 15 minutes, but this investigator's reaction is that the half hour was not too long for children. If the series were shortened, it would be better to have it presented fewer days in the week rather than to cut the telecast time. Some portions of the film which might be evaluated as being very useful for any one or another of the purposes listed but is considered below broadcast quality may need to be re-shot because of these technical inadequacies. However, these inadequacies are best understood and can best be prevented by seeing them against a backdrop of the available film.

In light of all of these considerations, it is, therefore, specifically recommended that funds be sought under Title VII to pay for the time of competent individuals to review the pool of film material. These individuals should include representatives of the teaching group, the supervisory group, professional personnel from teacher training institutions, and last but not least, a person or persons competent in the area of film and television production.

A second recommendation is that a follow-up experiment be planned which would take account of the limitations of this study as outlined above. Such a re-run should include:

A. New film shot in the classroom during the course of the whole school year by professional cameramen fully aware of the limitations of the local situation and counteracting these limitations by all possible technical means.

B. Any re-run of this project should plan for more home activity on the part of the children taking part, and in order to stimulate this activity, it might be desirable to prepare a study guide for the parents, which would list the programs, indicate the nature of the activities, the kinds of materials needed to be provided for, etc.

C. It is recommended that the second portion of the program be prepared on videotape with an adequate amount of time allowed for rehearsal under professional direction and for re-shooting those portions which were felt to be inadequate after they had been reviewed.

D. It is recommended that the parent portion of this program be telecast during the evening hours in order that both parents might have the opportunity to participate.

E. In order to provide for more adequate evaluation of outcomes, the experiment should be so designed as to create a "captive" group of child viewers who could be pretested for learning ability prior to the program. The group should be selected so as to be as representative as possible, and a minimum of 500 cases approximately evenly divided between boys and girls should be included.

If all schools were encouraged to obtain information about possible school beginners in June, this would provide the basic information to recruit such a captive group. This group of children might view the programs in small neighborhood groups, in public schools, or in the home. The important consideration is that the contacts should be made ahead of time and an assurance won from the parent that the child would be required to watch the program, just as he is required to attend school.

F. Provision should be made for a similar control group of children who were not exposed to the program. These cases might be identified at the same time that the experimental group was located, presumably in June or immediately thereafter. These would be made up of children who were going to be out of the county for the summer or whose parents did not have a television set or did not believe in the exposure of children to television, etc. They should be matched to the experimental group, however, in all of the basic requisities in the previous pages so many times discussed.

6. The principal investigator, or at least his co-investigator or principal assistant, as already indicated should be a full time person preferably with some experience in both audio-visual work and in the fundamentals of educational research. This person would not necessarily be technically trained to direct the production of motion pictures or television programs, but would have a wide knowledge of the public school program in the first grade and also of what constitutes an adequate research program.

It has been said by some that research of this sort is better undertaken at the university level than at the local level. However, the writer's experience has been that too much of the research uniertaken at the university level is done in communities in which cooperation is obtained because of the desire of the community leaders to be "good fellows" rather than any strong feeling of need. There is the tremendous advantage of research carried out within a particular community in that this research does indeed arise out of a felt need. In Pinellas County, for example, kindergartens were abolished, not because they were not believed in wholeheartedly, but because the demand for classroom space made it impossible to continue them. There was a sincere need felt to do something about the preparation of children for first grade, and the existence of television facilities within the community made it very plausible and reasonable to carry out this type of investigation. The fact that Pinellas County is "sold" on educational television is further indicated by the fact that they have participated in the Ford Foundation Large Class Television Teaching Experiments or the so-called Stoddard Plan. It was a good place for the original study; it would be even better for a follow-up study preferably for a period of two or three years.

H. The existence of adequate group test information in Pinellas County was a tremendous advantage, and made it possible to conduct this study at a level of cost which would not have been possible if these data had not been available. However, additional instruments would have been highly desirable which do not presently exist. This would include specifically instruments to allow the teacher to make note of progress during the course of the school year and to record evidence that the program had indeed resulted in better adjustment on the part of the students who had been exposed to it.

Any new research should include provision for devising such instruments.

I. Provision should be made for a more adequate statistical analysis which would include analysis of variance, correlation of pre- and post-tests, separately for the control and experimental groups, etc. In order to justify this type of analysis, however, it would be essential that the numbers of cases involved should be sufficiently large to give meaning to the data.

The principal investigator is personally very grateful for having had the opportunity to participate in this experience, and as a result of it he is more than ever sold on the importance and intrinsic value of educational television as one way of enriching and extending the effectiveness of the public school program.

APPENDIXES

Appendix I	1	Parent Questionnaire
	2	First Grade Teacher Questionnaire
	3	Parent Questionnaire and Memorandum to Parents
	4	Follow-Up Post Card to Parents
	5	Census Record, Pinellas County Schools
	6	Memorandum to First Grade Teachers
	7	Questionnaire Used by the Caseworker
Appendix II		More Detailed Description of the Series and Each Separate Program
Appendix III		Advertisements Appearing in the Pinellas County Newspapers Regarding "When is September?"
Appendix IV		Application to the U. S. Office of Education, Washington, D. C.
Appendix V		Specifications of Camera Equipment Purchased for the Project, "When is September?"

APPENDIX I - 1

BOARD OF PUBLIC INSTRUCTION, Pinellas County, Florida

DIVISION OF EDUCATIONAL SERVICES

PARENT QUESTIONNAIRE

Concerning "When Is September?"

School________ Grade____ Teacher________ Pupil No.____ Pupil Name________

Name of Parent Completing Questionnaire________ Pupil Birthdate________ Sex____

Date	PROGRAMS	To Which of the Following Programs Did You or Your Child Listen? (Check) 9:30-10:00 Parent	Child	10:00-10:30 Parent	Check the Three Programs Your Child Found Most Interesting		Check the Three Programs You as a Parent Found - Most Interesting	Most Informative
Aug. 3	Home (41)	1____	2____	3____	61 ____	41	1____	2____
4	Pre-registration (42)	1____	2____	3____	62 ____	42	1____	2____
5	First Day of School (43)	1____	2____	3____	63 ____	43	1____	2____
6	Walk Around the School (44)	1____	2____	3____	64 ____	44	1____	2____
7	Stories About Our Homes (45)	1____	2____	3____	65 ____	45	1____	2____
0	Readiness #1 (46)	1____	2____	3____	66 ____	46	1____	2____
1	Safety (47)	1____	2____	3____	67 ____	47	1____	2____
2	Fire Safety (48)	1____	2____	3____	68 ____	48	1____	2____
3	Numbers (49)	1____	2____	3____	69 ____	49	1____	2____
4	Cafeteria (50)	1____	2____	3____	70 ____	50	1____	2____
7	Names and Addresses (51)	1____	2____	3____	71 ____	51	1____	2____
8	Playground (52)	1____	2____	3____	72 ____	52	1____	2____
9	Seeds (53)	1____	2____	3____	73 ____	53	1____	2____
0	Library (54)	1____	2____	3____	74 ____	54	1____	2____
1	Learning to Work and Play (55)	1____	2____	3____	75 ____	55	1____	2____
4	Health (56)	1____	2____	3____	76 ____	56	1____	2____
5	Pets (57)	1____	2____	3____	77 ____	57	1____	2____
6	Readiness II (58)	1____	2____	3____	78 ____	58	1____	2____
7	Readiness III (59)	1____	2____	3____	79 ____	59	1____	2____
8	Evaluation (60)	1____	2____	3____	80 ____	60	1____	2____

APPENDIX I-2

EDUCATIONAL SERVICES DIVISION
1895 Gulf-to-Bay Boulevard Clearwater, Florida

Walter N. Durost, Director

FIRST GRADE TEACHER QUESTIONNAIRE
Concerning
WHEN IS SEPTEMBER?

Please do not sign. Just give the name of your school ____________________

Which of the following programs did you watch?

Check the programs you found most interesting

	Programs	9:30-10:00	10:00-10:30	None	
Aug.	3 - Home				
"	4 - Pre-registration				
"	5 - First Day of School				
"	6 - Walk around the School				
"	7 - Stories about Our Homes				
"	10 - Readiness for School				
"	11 - Safety				
"	12 - Fire Safety				
"	13 - Numbers				
"	14 - Cafeteria				
"	17 - Names and Addresses				
"	18 - Playground				
"	19 - Growing Things				
"	20 - Library				
"	21 - Learning to Work and Play				
"	24 - Health				
"	25 - Pets				
"	26 - More about Readiness				
"	27 - Still More about Readiness				
"	28 - Re-evaluation				

First Grade Teacher Questionnaire

IBM CARD
NUMBER

62. Do you feel that the programs helped the children to gain specific skills and knowledge that they will need during the first few weeks of school?

Greatly______ Some______ Not much______

63. Do you feel that these programs made your task of orientating beginners easier?

Very much______ Somewhat______ Not much______ None at all______

64. Did the series make it easier for you to communicate with parents?

Very much______ Somewhat______ Not much______ None at all______

65. Did the series acquaint you with any methods of instruction which you could use this year?

Quite a few______ Somewhat______ Not many______ None at all______

66. Do you feel that this series was representative of first grade instruction in Pinellas County?

Generally______ Somewhat______ Somewhat misleading______

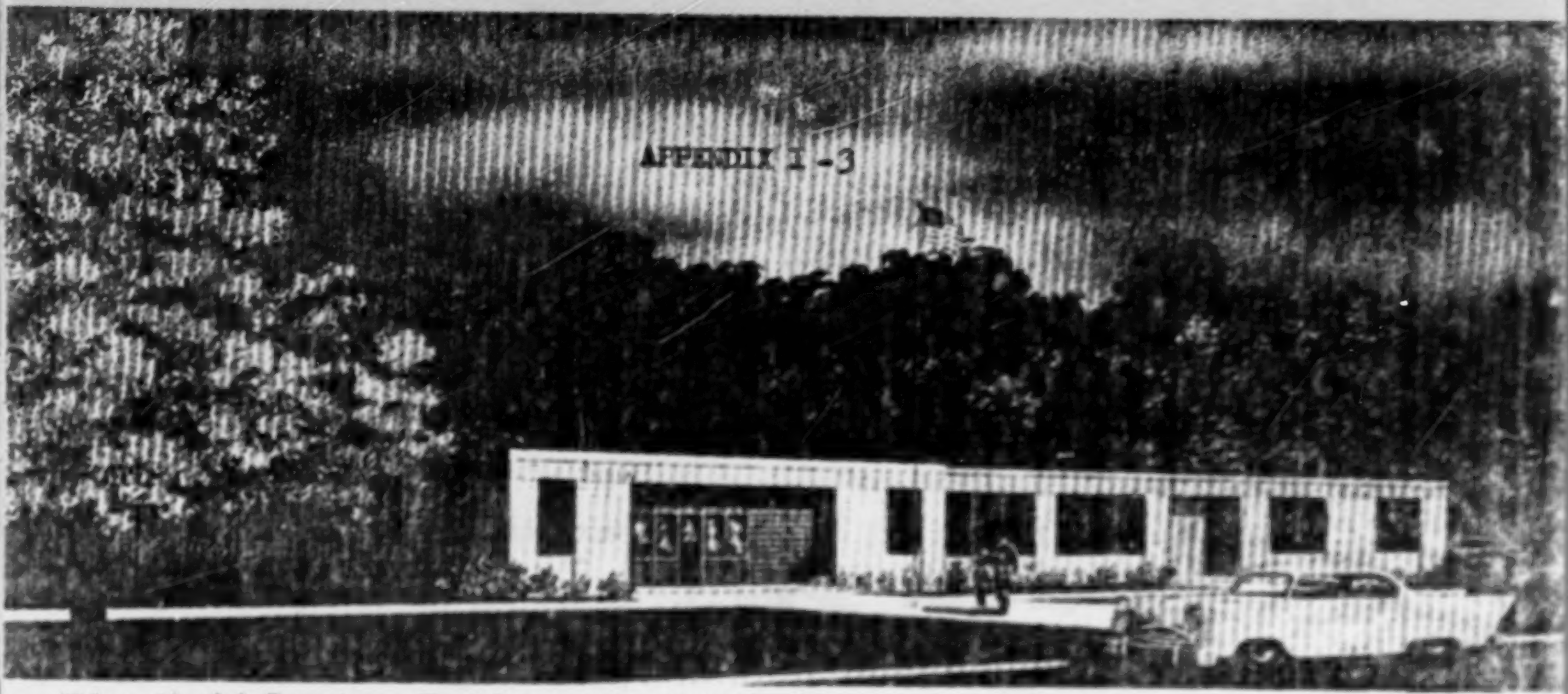
Very misleading______

67. Were you able to view this series over your television set?

Clearly______ Occasionally______ Very Poorly______ Not at all______

68. Any comments you care to make will be greatly appreciated. You may use the remainder of the page for this purpose.

APPENDIX I -3



Educational Services Building, 1895 Gulf-to-Bay Boulevard, Clearwater, Florida

DIVISION OF EDUCATIONAL SERVICES

BOARD OF PUBLIC INSTRUCTION, Pinellas County, Florida

November 30, 1959

Dear Parents:

During August, Pinellas County Board of Public Instruction, Educational Services Division, telecast a series of 20 hour-long programs under the title, "When is September". The purpose was to help children just beginning school and their parents to bridge the gap between the home and school. We are taking an opinion poll of a random cross section of parents with children in Grade 1 this year to help us evaluate this program, in part at least. Will you please complete the accompanying questionnaire and return it to us in the stamped, addressed envelope? It will only take a moment of your time and will be a big help to us.

Sincerely yours,

Walter N. Durost

Walter N. Durost, Director
Educational Services Division

DIVISION OF EDUCATIONAL SERVICES

BOARD OF PUBLIC INSTRUCTION, Pinellas County, Florida

Walter N. Durost, Director

I. Was your family in Pinellas County from August 3rd to 28th inclusive? Yes____ No____

II. Did you know about the pre-school T.V. program, "When is September"? Yes____ No____

If yes, did you first learn of it

(1) from the newspaper advertisements?____
(2) from newspaper stories? ____
(3) from announcements over WEDU? ____
(4) over commercial T.V.?____
(5) on Radio? ____
(6) word of mouth? ____

(check as many as apply)

III. How many programs did you watch? none; no television set____

(1) more than half?____
(2) about half? ____
(3) less than a quarter?____
(4) none? ____

IV. Did you prefer to watch another program during this hour? Yes____ No ____

If so, do you mind telling us what it was?________________________

V. Was the reception

(1) very good?____
(2) average? ____
(3) fair? ____

VI. Did it improve after August 15th? Yes____ No____

VII. Check the words which describe the programs you saw

First half hour:

Entertaining for children ____
Interesting to adults only____
Very uninteresting ____

Second half hour:

Informative
Mostly covering things known before____
Dull ____

Comments:

APPENDIX I - 4

December 15, 1959

IMPORTANT! NOTICE!

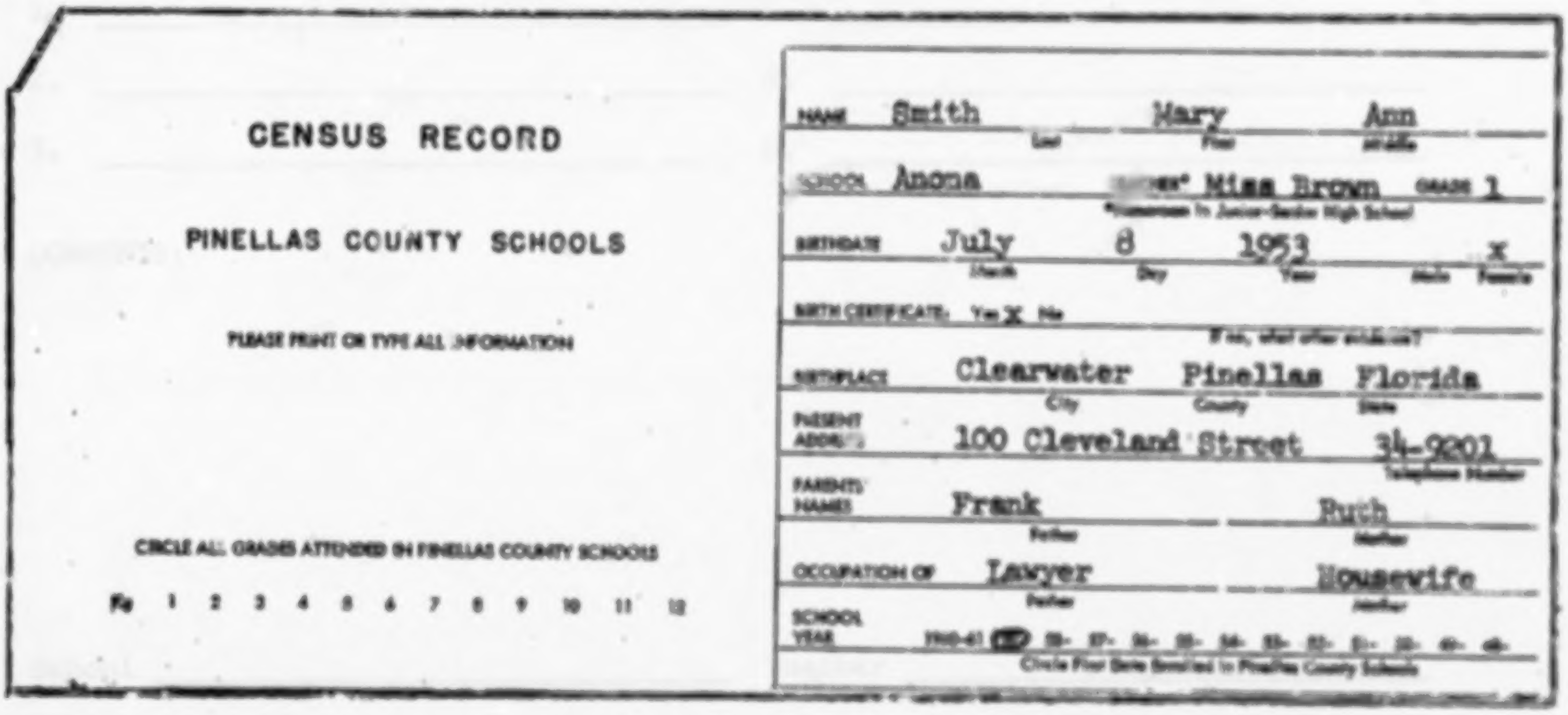
In December of 1959, a letter was mailed to you containing a questionnaire with a stamped return envelope concerning the TV program, "When is September?".

Won't you please return the questionnaire, even though you did not watch the telecast. This is an important project for this school system and your cooperation is earnestly solicited.

Sincerely yours,

Walter N. Durost, Director
Educational Services Division
1895 Gulf-to-Bay Boulevard
Pinellas County Board of Public Instruction
Clearwater, Florida

APPENDIX I - 5



CENSUS RECORD

PINELLAS COUNTY SCHOOLS

PLEASE PRINT OR TYPE ALL INFORMATION

CIRCLE ALL GRADES ATTENDED IN PINELLAS COUNTY SCHOOLS

Ks 1 2 3 4 5 6 7 8 9 10 11 12

NAME Smith (Last) Mary (First) Ann (Middle)

SCHOOL Anona TEACHER* Miss Brown GRADE 1

*Homeroom in Junior-Senior High School

BIRTHDATE July (Month) 8 (Day) 1953 (Year) Male Female X

BIRTH CERTIFICATE: Yes X No

If no, what other evidence?

BIRTHPLACE Clearwater (City) Pinellas (County) Florida (State)

PRESENT ADDRESS 100 Cleveland Street 34-9201 (Telephone Number)

PARENTS' NAMES Frank (Father) Ruth (Mother)

OCCUPATION OF Lawyer (Father) Housewife (Mother)

SCHOOL YEAR 1960-61 [illegible]

Circle Four Sets Enrolled in Pinellas County Schools

APPENDIX 1 - 6

EDUCATIONAL SERVICES DIVISION
1895 Gulf-to-Bay Boulevard Clearwater, Florida
Walter N. Durost, Director

March 17, 1960

Memorandum to: First Grade Teachers

From: Roy E. Kinnick
Walter N. Durost

Subject: Title VII, "When is September?"

A survey of 1,000 families representing a random cross section of parents with children in Grade 1 suggests that we were not completely successful in identifying all the entering first grade children who watched "WHEN IS SEPTEMBER?". We have an obligation to the Office of Education to complete this study to the best of our ability; hence, this request to you.

Please list on the lines below, the names of any children in your class who have referred to the programs either to you personally or to the class group in such a way as to indicate that they viewed at least a part of the series. Please star the names of students on whom you feel the programs had a significant influence in adjusting to school.

Your help in this matter is greatly appreciated.

1. ______________________ 4. ______________________

2. ______________________ 5. ______________________

3. ______________________ 6. ______________________

COMMENTS:

School ______________________ Teacher ______________________

Please return this form EVEN IF YOU DO NOT ENTER ANY STUDENT'S NAME. We would like them back as soon as possible but not later than April 1, 1960.

APPENDIX I - 7

EDUCATIONAL SERVICES DIVISION
1895 Gulf-to-Bay Boulevard Clearwater, Florida

Walter N. Durost, Director

TITLE VII - "WHEN IS SEPTEMBER?" 1959-60

QUESTIONNAIRE

Parents' Half Hour

Father's Name ______________________ Address ____________________________

Mother's Name ______________________ Address ____________________________

Child's Name _______________________

1. Did you get new ideas about how to prepare your child for his first school experience? Yes _____ No _____
2. Did the program stimulate you to seek further information or help for the new problems your child might have upon entering school? Yes_____ No_____
3. Did your child get any understanding of what school would be like? Yes _____ No _____
4. Since entering school have you seen any specific benefits he gained from watching the TV program? Yes _____ No _____
5. Did the program help you see what an important part parents can take in assisting schools to provide a satisfactory education for your child? Yes _____ No _____
6. Brief evaluation by caseworker

    A. General status of the home

    B. Type of mother

    C. General attitudes -- as interpreted from the interview

QUESTIONNAIRE

Children's Half Hour

Child's Name ______________________

Birthdate ______________________ School ______________________

1. Did your child attend kindergarten before watching this TV program?
Yes ____ No ____ Church ____ Private ____

2. Do you have other children in the primary grades? Yes ____ No ____

3. Was the program helpful to your child? Yes ____ No ____

   A. Did he watch it eagerly? Yes ____ No ____

   B. Did you insist he watch it? Yes ____ No ____

   C. Did he participate in the suggested activities? Yes ____ No ____

   D. Did he get any ideas about school which made the real experience easier?
   Yes ____ No ____

4. Comments by caseworker (pertinent material about this child)

Boy ___ Girl ___

QUESTIONNAIRE

General Questions

Child's Name ____________________

1. What did you think of the program in general?

   A. Was the time convenient? Yes ____ No ____

   B. How was the picture? Good ____ Bad ____

   C. How was the sound? Good ____ Bad ____

   D. Did you like the way it was presented? Yes ____ No ____

2. Did this program increase your interest in Educational TV? Yes ____ No ____

   A. Are you watching any program now? Yes ____ No ____

   B. What program?

3. Would you have liked other things to be included in the program? Yes ____ No ____
   If so, What?

4. Do you feel the program should be repeated for other children entering school next fall? Yes ____ No ____

General Plan for Twenty (20) Hour-Long Television Programs to Orient and Motivate Children Entering Grade One and to Facilitate Their Adjustment to Group Activities.

I. Children's Half-Hour

A. Part of each half-hour to be spent viewing activities in an actual first grade class throughout the year.

B. Part of each program to be spent with Mrs. Bailey as classroom teacher. Actually two different groups of children who would enter the first grade in September were used.

C. Mrs. Bailey demonstrated an activity which could be performed at home by viewers.

II. Parent's Half-Hour

A. Comment on children's half-hour from parent's point of view.

B. Questions of parents answered.

C. Take up any left-over topic.

D. Introduce new topic, guests, skits, etc.

E. Introduce next day's Children's Half-Hour. Tell what materials to have ready.

F. Closing - - -

Example: Whether your child is a blue-eyed blonde, a dark-eyed brunette, a thoughtful, bookish child, a quick, mechanical tinkerer - - whether he has the voice of an angel or whether he can't carry a tune in a basket - - the influences which contribute to form the character of a child endure through life.....The child is father of the man or as Milton put it: The childhood shows the man, as morning shows the day.

Program I

Home

Children's Portion

A five-and-a-half year old wonders what school is like and "when is September?" Tommy's mother and father take him to school on Saturday to see the grounds and building. Mrs. Bailey, the classroom teacher, conducts an initial readiness program and shows children how to take care of their clothes.

Parent's Portion

Explanation of purpose and content of series. Listed materials children would need to participate fully in activities demonstrated by Mrs. Bailey.

Program II

Registration

Children's Portion

Mother took Tommy to register at school. Mrs. Bailey conducted listening exercises; guessing games to make connections and see relationships using fruit as objects; picture analysis and a simple motor coordination exercise in connecting dots.

Parent's Portion

Registration information. Interview with Mrs. Watson, Assistant to the Director of Elementary Education. Discussed what parents can do to help the six year old adjust happily to school.

Program III

First Day of School

Children's Portion

Tommy is a part of the group. Left to right progression skill started with concrete objects. Talked about writing. Participated in finger play.

Parent's Portion

Used filmclip of Norwood P. T. A. mother's groups as they watch program and discuss the series afterward.

Program IV.

Walk Around the School

Children's Portion

Mrs. Watson took her class on a tour of the building to see the principal's office, the office of the secretary, the cafeteria, and the custodian. Mrs. Bailey stressed likenesses and differences. Vocabulary words such as top, middle, bottom, big, small, medium - were used and illustrated. Cutting activity with blunt scissors involved the home audience.

Parent's Portion

Talked about left-handedness and showed position of paper and hand for left-handed person. Told simple test for handedness.

Skit about need for organization, "Tomorrow We Must Get Organized". Presented picture of a morning breakfast and preparation for school before and after mother gets organized.

Program V

Stories About Our Homes

Children's Portion

Getting acquainted time at school. Saluted the flag and did other opening exercises. Drew pictures of their homes. Had first writing lesson in detail.

Parent's Portion

Fashion show of practical school clothes for school beginners.

Program VI

Readiness I

Children's Portion

A complete readiness lesson. Teacher introduced two other strokes beside circle needed for manuscript writing with a rhyme.

Mrs. Bailey used a picture of a farm to develop understanding of farm animals and their homes.

Parentts. Portion

Value of family reading illustrated. Ownership and care of books discussed.

Program VII.

Safety

Children's Portion

Visit a safety demonstration in a first grade. Mrs. Bailey talks about safety at home.

Parent's Portion

Community helpers. Lt. Lackey, Director, Youth Aid Bureau, St. Petersburg Police Department discussed many things parents should know about danger areas in the community and safety procedures parents should follow.

Program VIII.

Fire Safety

Children's Portion

Mrs. Bailey talked about fire safety and a forest ranger visited her classroom. Practiced school fire drill.

Parent's Portion

Talked about fire precautions taken by schools. The Director of Elementary Education discussed ways of reporting to parents and explained the report card in current use. *

Program IX.

Numbers

Children's Portion

Visited classroom in session to see how many uses there are for numbers in the lives of first graders. Children dramatize "Three Billy Goats Gruff".

Parent's Portion

A classroom teacher explained the wide variety of manipulative devices there are available in the teaching of arithmetic today.

Program X.

Cafeteria

Children's Portion

Mrs. Bailey takes her class to the cafeteria to eat for the first time.

*Note: Discussion of fire safety did not require the full half hour and it was felt important to cover the topic of reporting to the home as soon as possible.

Program X.

Cafeteria

Parent's Portion

Interviewed two cafeteria people and discussed what they do to make food attractive, palatable, nourishing and educational.

Program XI.

Names and Addresses

Children's Portion

Visited classroom as the children try to learn their names, addresses, and telephone numbers.

Parent's Portion

Short history of the teaching of reading and of the different methods of teaching of reading - emphasizing that we use a variety of methods.

Program XII.

Playground

Children's Portion

Visited a classroom as they received instructions on playground behavior and watched the various activities on the playground.

Parent's Portion

Interviewed a principal regarding the physical education program in his school.

Demonstration of Kraus-Weber tests of physical fitness.

Program XIII.

Seeds

Children's Portion

Visited a classroom to see a first grade science lesson. Discussed how seeds were carried, value of wind, weather, etc.

Parent's Portion

Discussed the teaching of science in the first grade with the same teacher. Talked about various poisonous plants around homes in Florida.

The part the P. T. A. plays in the school program is discussed by the Coordinator of Family Life Education and the P. T. A. County Council President.

Program XIV.

Library

Children's Portion

Mrs. Bailey takes her group for their first visit to a library and reads them a story from a beautiful book. She showed the children how to care for books.

Parent's Portion

History of libraries. Talked about possible books for children's own library.

Program XV.

Learning to Work and Play Together

Children's Portion

Visited classroom as children learned how to take care of free activity materials and watched groups participate in many activities.

Parent's Portion

Interviewed Dr. Durost on what tests would be given the first graders and what the parents can expect to be told from the results of these tests.

Program XVI.

Health

Children's Portion

Mrs. Bailey talked with her children about sleep, cleanliness, food, exercise, and visiting the doctor and dentist.

Parent's Portion

Interviewed two health nurses. Discussed health statistics and school health program.

Program XVII

Pets

Children's Portion

Visited a classroom as they talked about and investigated pets.

Parent's Portion

A round table discussion between a principal and some of her parents about what a six-year-old is.

Program XVIII.

More About Readiness

Children's Portion

First phonics lesson. Mrs. Bailey used first letter of familiar words.

Parent's Portion

Showed X-ray of wrist bones of six-year-old boy and girl to illustrate sex difference of six-year-olds. Mrs. Bailey demonstrated handwriting lesson.

Program XIX.

Still More About Readiness

Children's Portion

Further readiness activities.

Parent's Portion

How much your schools care - - Paul Stephens, Director or Special Education, talked about provisions in county for hard of hearing, blind, etc., and demonstrated some situations with filmstrips.

Program XX.

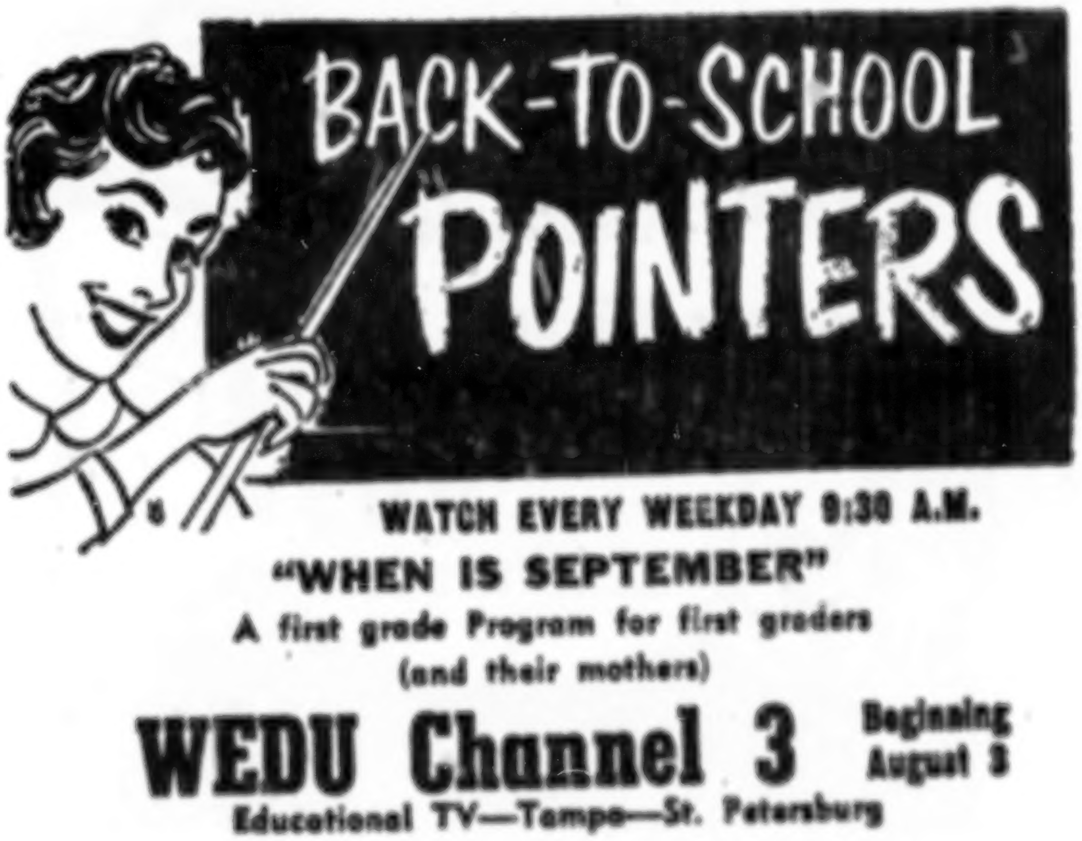
Evaluation

Children's Portion

Review

Parent's Portion

Summarization of series. Discussed cultural influences on language patterns of children.



BACK-TO-SCHOOL POINTERS

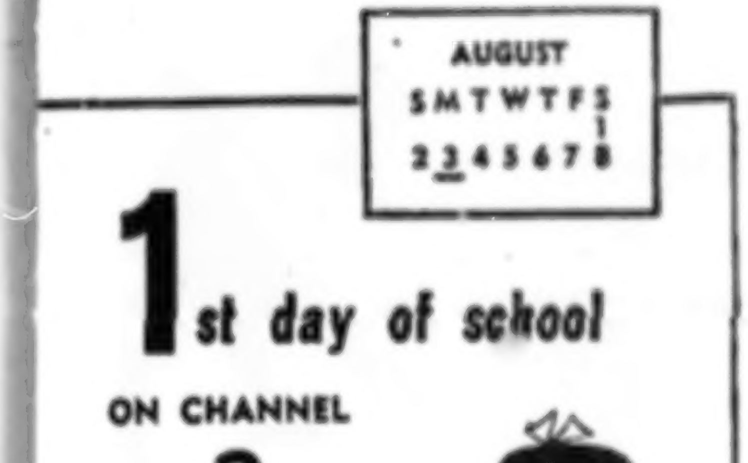
WATCH EVERY WEEKDAY 9:30 A.M.

"WHEN IS SEPTEMBER"

A first grade Program for first graders
(and their mothers)

WEDU Channel 3 Beginning August 3

Educational TV—Tampa—St. Petersburg



AUGUST
S M T W T F S
1
2 3 4 5 6 7 8

1st day of school

ON CHANNEL
3

Watch
"WHEN IS
SEPTEMBER?"

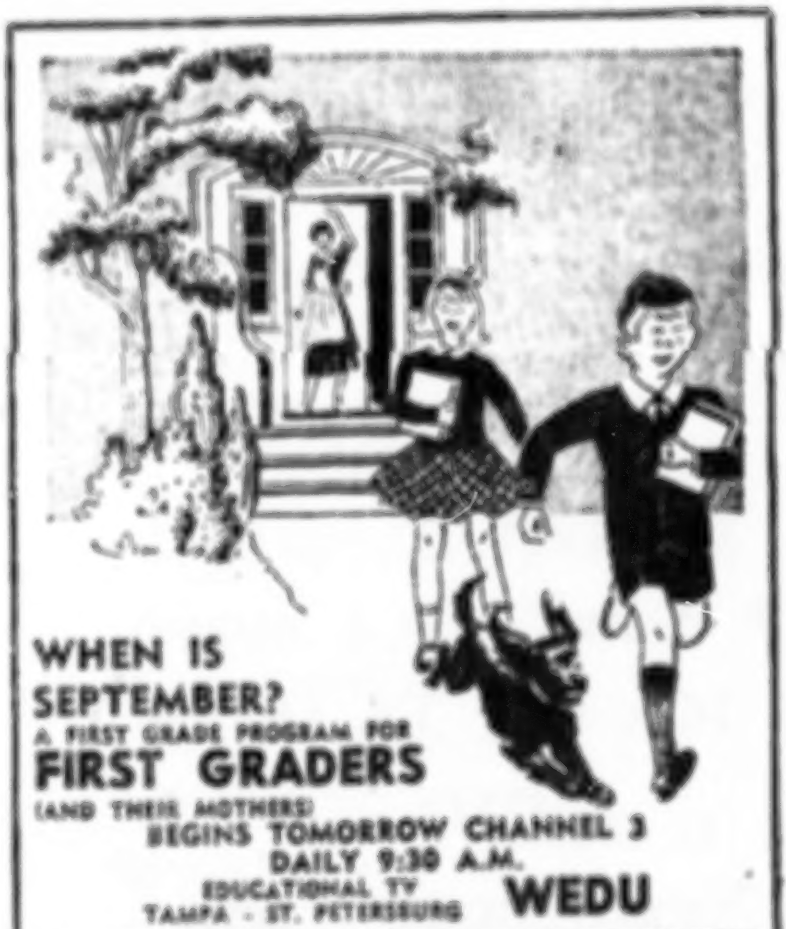
A FIRST-GRADE PROGRAM FOR
FIRST GRADERS (AND THEIR MOTHERS)

9:30 A.M. Monday - Friday

WEDU

EDUCATIONAL TV

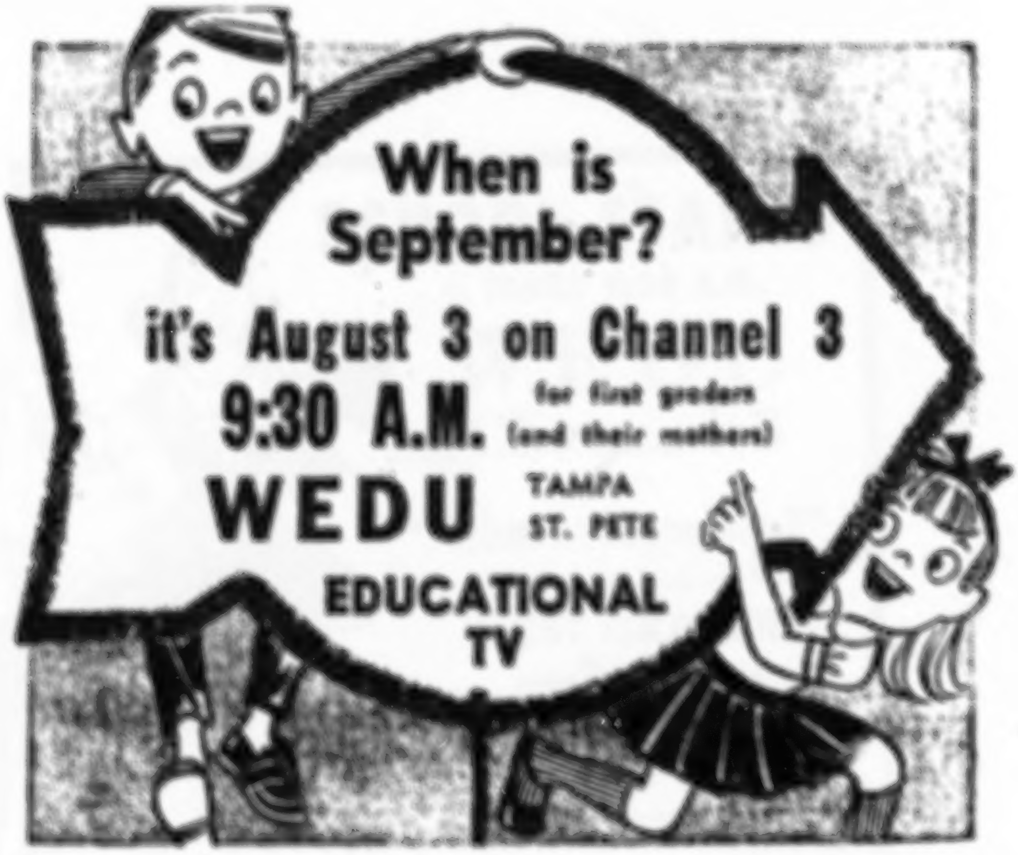
TAMPA ST. PETERSBURG



WHEN IS
SEPTEMBER?
A FIRST GRADE PROGRAM FOR
FIRST GRADERS
(AND THEIR MOTHERS)
BEGINS TOMORROW CHANNEL 3
DAILY 9:30 A.M.
EDUCATIONAL TV
TAMPA - ST. PETERSBURG **WEDU**

I WISH MORE INFORMATION ——YES ——NO
I HAVE A CHILD IN GRADE ————
MY CHILD ATTENDS ———————— SCHOOL
WE WILL WATCH DAILY ——YES ——NO
Name ....
Address ....
City ....
(RETURN TO WEDU - St. Petersburg, Fla.)

-125



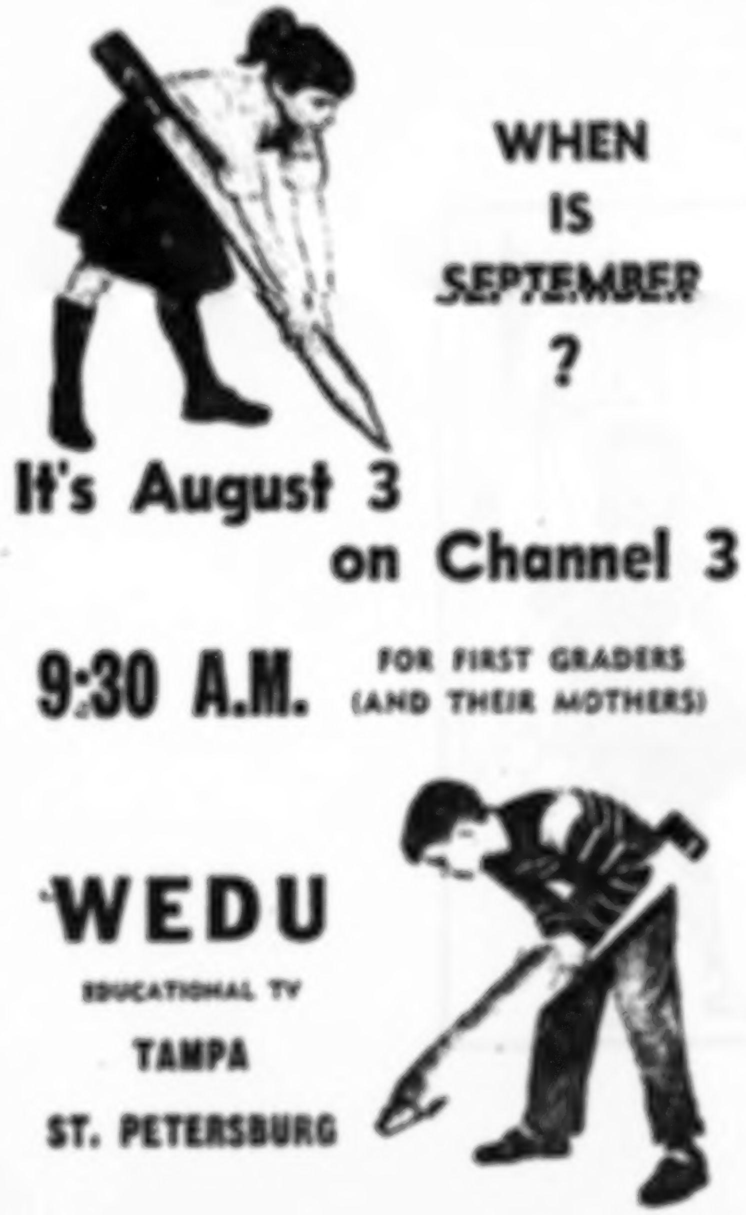
When is September?

it's August 3 on Channel 3

9:30 A.M. for first graders (and their mothers)

WEDU TAMPA ST. PETE

EDUCATIONAL TV



WHEN IS SEPTEMBER ?

It's August 3 on Channel 3

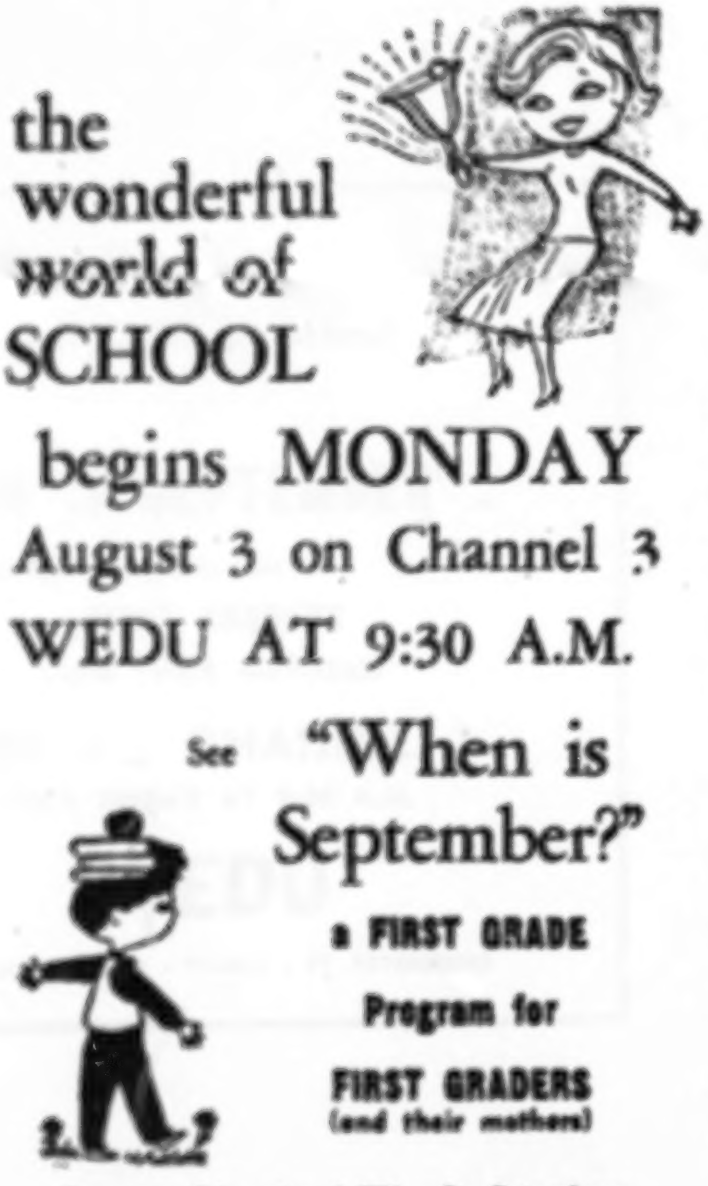
9:30 A.M. FOR FIRST GRADERS (AND THEIR MOTHERS)

WEDU

EDUCATIONAL TV

TAMPA

ST. PETERSBURG



the wonderful world of SCHOOL

begins MONDAY

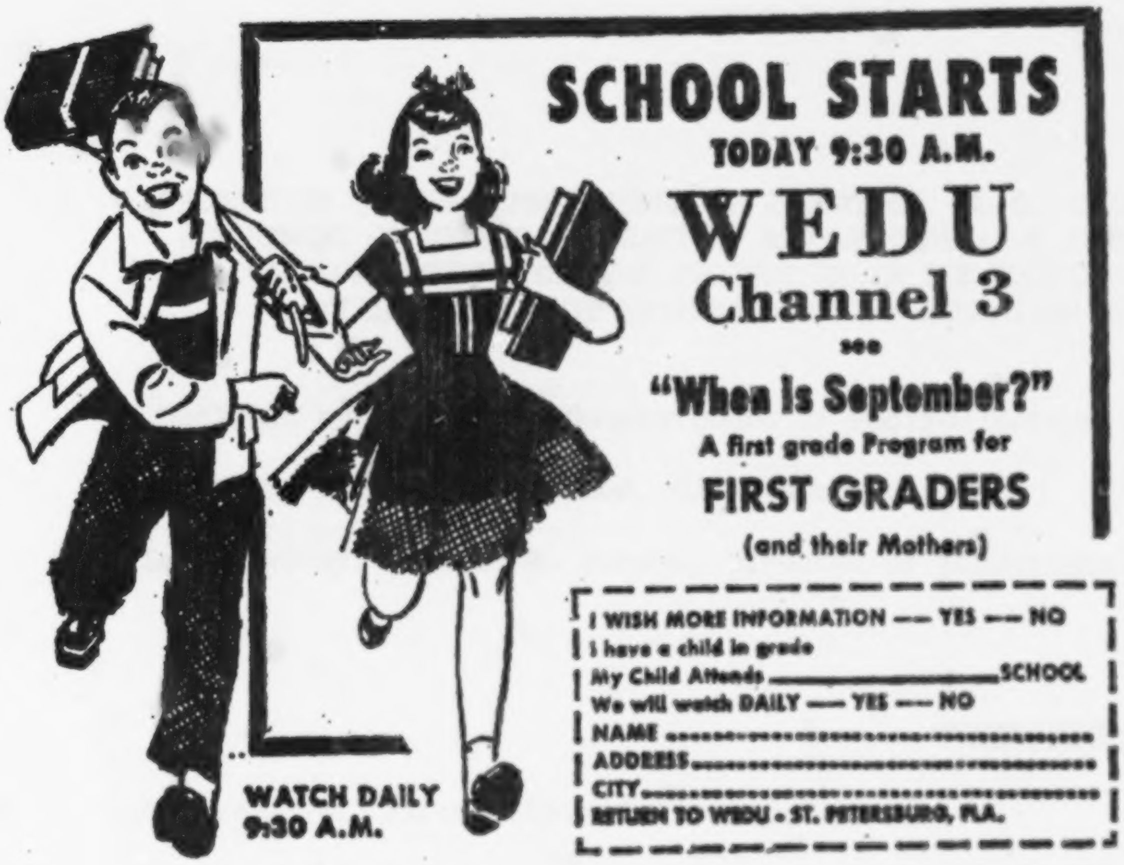
August 3 on Channel 3

WEDU AT 9:30 A.M.

See "When is September?"

a FIRST GRADE Program for FIRST GRADERS (and their mothers)

Tampa - Educational TV - St. Petersburg



SCHOOL STARTS

TODAY 9:30 A.M.

WEDU

Channel 3

see

"When Is September?"

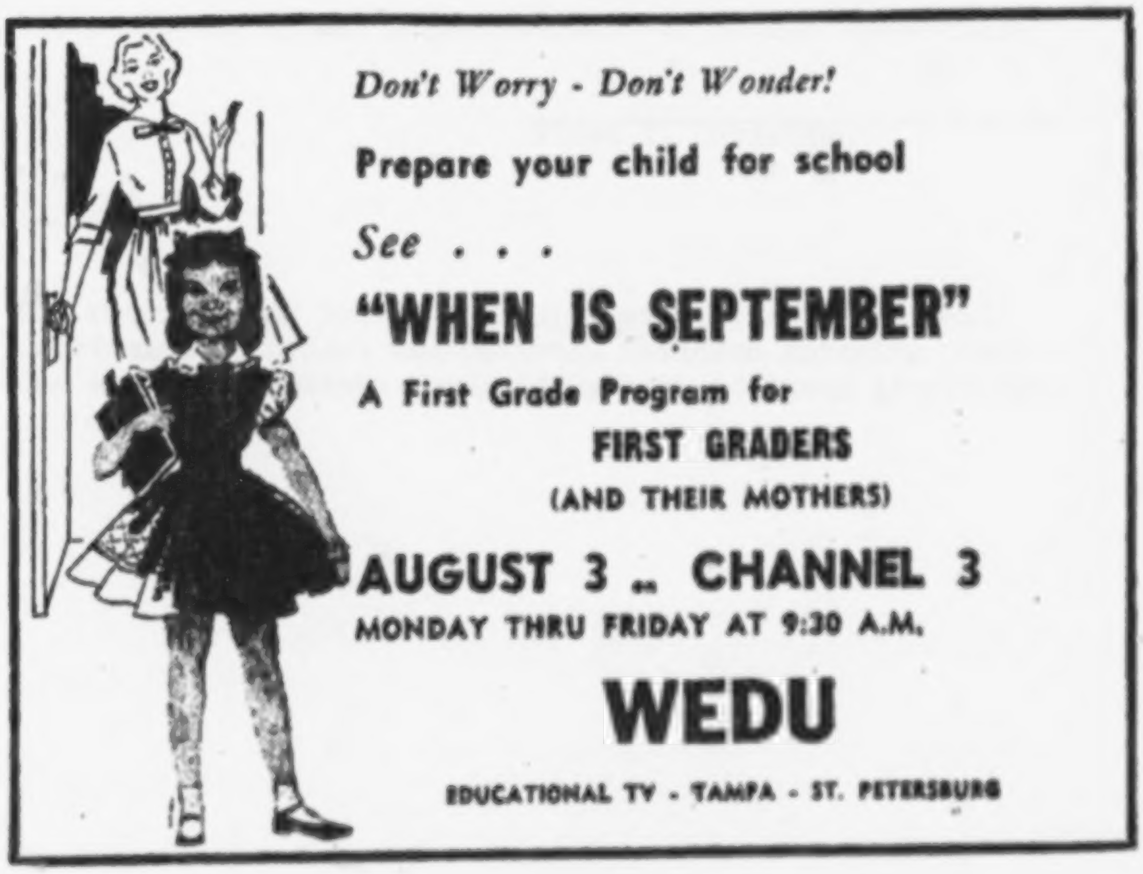
A first grade Program for

FIRST GRADERS

(and their Mothers)

I WISH MORE INFORMATION —— YES —— NO
I have a child in grade
My Child Attends ________________ SCHOOL
We will watch DAILY —— YES —— NO
NAME ________________
ADDRESS ________________
CITY ________________
RETURN TO WEDU - ST. PETERSBURG, FLA.

WATCH DAILY
9:30 A.M.



Don't Worry - Don't Wonder!

Prepare your child for school

See . . .

"WHEN IS SEPTEMBER"

A First Grade Program for

FIRST GRADERS

(AND THEIR MOTHERS)

AUGUST 3 .. CHANNEL 3

MONDAY THRU FRIDAY AT 9:30 A.M.

WEDU

EDUCATIONAL TV - TAMPA - ST. PETERSBURG

APPLICATION TO THE COMMISSIONER OF EDUCATION, U. S. OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, FOR FUNDS TO SUPPORT A COOPERATIVE RESEARCH PROJECT UNDER THE PROVISIONS OF TITLE VII OF THE NATIONAL DEFENSE EDUCATION ACT

Submitted by: Pinellas County Board of Public Instruction

Address: 1960 E. Druid Road, Clearwater, Florida. Tel. Number: 3-3041

Initiated by: Walter N. Durost, Director of Educational Services

Walter N. Durost

Approved by: Florida Television Commission

Florida Television Commission

* * * * * * * *

Transmitted by: Floyd T. Christian, Superintendent of Public Instruction

Floyd T. Christian

Date: January 22, 1959

Project Title: The Provision of Pre-School Experiences via Educational Television to Orient and Motivate Children Entering Grade One and to Facilitate Their Adjustment to Group Activities.

APPLICATION TO THE COMMISSIONER OF EDUCATION, U. S. OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, FOR FUNDS TO SUPPORT A COOPERATIVE RESEARCH PROJECT UNDER THE PROVISIONS OF TITLE VII OF THE NATIONAL DEFENSE EDUCATION ACT

I. Project Title. The Provision of Pre-School Experiences via Educational Television to Orient and Motivate Children Entering Grade One and to Facilitate Their Adjustment to Group Activities.

II. Problem. With the disappearance of kindergarten from the educational program in many communities including Pinellas County, first grade teachers have been forced to assume the added burden of helping young children to make their first adjustment to group activity. This project proposes to provide some experiences via educational television which will speed up this group adjustment.

The list of activities and program possibilities below will give some idea of what is in mind.

Each program would devote a portion of time to informing parents about such important phases of a near-six year old's needs and capacities as the following:

A. The child should be taught his full name. If he commonly uses a nickname, the difference should be fully explained at home.

B. His address and telephone number should be memorized.

C. He should understand thoroughly how he is to get to school and how he is to return from school. If he is to walk, the parent should walk the route with him frequently showing him how to proceed at danger spots.

D. He should be impressed with the fact that he always goes straight home (or other designated place) from school before playing.

E. Parents will be told what to expect from a beginning first grader. For example, he will not come home ready to read the first day of school.

F. Children are far-sighted and the eyes of a six year old are not equal to sustained close work.

G. The value of a pleasant, orderly, punctual routine could be stressed and examples of both types of morning preparation for school filmed for presentation.

H. Having his lunch money ready when it is due adds to the child's security in school.

I. The fact that the parent's attitude toward school is mirrored in the child should be stressed.

J. Labeling clothing with child's name is important.

K. Necessity of health exam and immunization shots.

L. Forms necessary, etc., e.g., birth certificate or record of birth.

(This could go on forever. Much ground work can be laid in helping parents understand individual differences and the process of child growth and development.)

That portion of the program devoted to the children each day would include the actual giving of directions for the child to follow at home. Listening is an acquired skill in which there are many levels of proficiency. The child might take part in activities similar to the following:

A. Hanging up coats and hats

B. Tying shoelaces

C. Zipping zippers

D. Buttoning buttons

E. Simple rhythms

F. How to handle a small chair safely

G. How to handle blocks

H. How to look after one's own possessions

There are unlimited understandings of group life which will facilitate the adjustment of the beginning first grader and add to his sense of belonging. All activities will be handled to capitalize on the first graders natural sense of wonder and anticipation about going to school. For example:

A. An explanation and demonstration of what happens when everyone talks at once.

B. Examples of a desirable and an undesirable atmosphere in which to work.

C. Need for courtesy in group life.

(Shots of very courteous behavior)

D. Fun of making new friends and how to do it.

E. Examination of furniture and its uses.

(i.e. pockets on sides of tables, etc.)

F. Bathroom rules.

G. Lunchroom procedures.

H. Preparation for new, untasted foods.

I. Learning procedure for buying lunch

J. Library.

K. Playground and use of play equipment.

L. Audio-visual facilities.

M. Need for order and neatness.

N. Fun of sharing.

O. Whole series of shots of children participating in the usual variety of experiences during a typical day in first grade.

P. Fire drill.

Q. Keeping healthy at school

R. Meeting a school nurse, etc.

S. Simple safety rules.

T. Explanation of recess.

U. Examples of such activities as puppets, dramatization, finger play, rhythms, etc.

III. Objectives. More generally stated, the objectives of this program are as follows:

A. To acquaint the young child as to the nature of the new environment in which he is going to be thrown.

B. To encourage the development of proficiency in certain basic tasks and skills essential for group living in the first grade.

C. To orient parents, especially those having children entering school for the first time concerning what they may expect, what their responsibilities are, and what the relative role is of the teacher, the principal, and the central administrative staff.

IV. Related Research. At the time this application is being filed no opportunities have been available to do extensive bibliographical research.

V. Procedure. In implementing this project every attempt will be made to utilize to the full the unique possibilities of educational television as a medium of communication. To the maximum extent possible we want to take advantage of this medium to present to the child in the home what the inside of a classroom actually looks like, the way children are grouped for various kinds of learning activities, what the housekeeping and "home-away-from-home" aspects of the classroom are, and what duties and responsibilities we expect of the child functioning in a group learning situation.

Every attempt will be made to assure that the parts of the program intended for the children are entertaining and enjoyable as well as informative in order that we may create in the mind of the child strong motivation to want to attend school.

A. Schedule. It is proposed to telecast this program from 9:00 to 10:00 a.m., (or a more suitable hour) during the month immediately preceding the opening of school. We are thinking in terms of approximately twenty hours of telecasting, about 50% of which will be prerecorded on motion picture film or video tape. The remaining portion would be live and would involve various members of the administrative and instructional staff.

B. Facilities. Pinellas County is particularly well qualified to undertake and carry through such a project, inasmuch as facilities are available through Station WEDU Channel 3 for broadcasting. The detailed planning involved would be shared by the counties, served by this station, and each county would participate to the extent decided upon as a result of our conferences and pre-planning sessions. Pinellas County, however, will accept full responsibility for the implementation and evaluation of the project. It is anticipated that provisions can be made for recording the necessary classroom sequences without much difficulty on tape or film.

The staff of Educational Services Division is competent to carry out the necessary evaluations, and, in addition, a complete IBM installation is available for facilitating the statistical analysis and summarization of data.

C. Evaluation of outcomes. The evaluation of the outcomes of this research would fall into four major categories as listed below:

1. Opinion polling of parents who have participated as to the value of the series and what suggestions they may have for improving future programs. This information will be obtained at the time the parent enrolls the child in school.

2. The opinion of first grade teachers as to the effectiveness of the program in improving the orientation of first grade pupils to the classroom situation. This opinion polling would be done for a "jury" group at the end of the telecasts and for all teachers at the end of approximately one month of school.

3. A comparative study of children who participated and a matched group of children who did not participate involving the use of appropriate evaluation instruments, tests, (both locally made and standardized) sociometric devices, etc.

4. The evaluation of the project by the principals of the schools in the counties participating in the program as to noticeable improvement in the rapport with parents as a result of this program.

D. Methods of statistical analysis. The statistical analysis called for in this case is simple with the exception of the comparative study of school achievement. For the most part the analyses of opinionnaires used involves simple tabulating and cross-tabulating of the information collected. In the case of the measurement of school achievement for matched groups of pupils, suitable techniques will be employed such as analysis of variance and, where feasible, correlational techniques. Not only will gross scores be considered, but item analysis will be made of the instruments employed to see if there are differences in specific learnings which may reasonably be ascribed to the pre-school experience.

E. Approximate time schedule. It has been indicated that this will be a twenty hour program and it is hoped to begin telecasting early in August and to complete the programs as near the time school opens as possible. Preparation for these programs including making of film or video tape must be done during the latter part of the school year 1958-59 and, to some extent, during the summer months. The evaluation of outcomes will take place during the first semester of 1959-60, and the preparation of summaries and reports will be done during the second semester of that school year.

VI. Personnel required. The director of the project will be Dr. Walter N. Durost. Dr. Durost has a Ph.D. degree from Teacher's College, Columbia University, was Director of the Division of Research and Test Service at World Book Company for eleven years, Associate Professor of Education at Boston University for four years, and Director of the Test Service and Advisement Center since 1952. Since 1954 he has spent increasing amounts of time in Pinellas County where he now is Director of the Division of Educational Services. Included under his supervision is group testing, individual testing, guidance, research, and corrective instruction in reading.

Dr. Durost is co-author and general editor of the Metropolitan Achievement Test series, 1958 revision, editor of the Evaluation and Adjustment series of High School Tests, co-author of the Essential High School Content Battery, the Pintner-Cunningham and Pintner-Durost General Ability Tests, and a number of other test publications. In the course of his experience he has worked with the construction, validation, and standardization of every type of published standardized test, and has directed standardization programs involving the testing of conservatively a million and a half children at all grade levels and in all parts of the country.

In addition to the Director of Educational Services, other school personnel to be directly and substantially involved include the chief psychologist, Dr. Thelma Voorhis, the coordinators of the corrective reading program, Mrs. Eleanor Ladd and Miss Frances Nippert, and a committee of first-grade teachers selected to represent a wide range of experience and background. Consulting help will be used both from the other counties receiving the telecasts and out-of-state personnel.

A program director will be assigned to the project by Station WEDU, and at least one professional member of the staff of Educstional Services with experience in this area will work on programming details.

VIII. Budget

Category		Cost
Personnel:		
Research Director, ½ time, ½ year		$ 2,000.00
Other professional personnel on an occasional basis including outside consultant		5,000.00
Clerical, secretarial, and typing help		1,000.00
Artist for preparation of illustrative material		1,000.00
Services:		
IBM machine analysis (key punch, sorting, tabulating, correlating scores, etc.)		2,000.00
Photographing, taping, and otherwise producing and processing materials for the telecasts by out-of-school commercial agencies		3,000.00
Supplies and materials:		
Motion picture film including processing at $10.00 per minute for 20 hours of telecasting		12,000.00
Travel, communication, for and with consultants; TV program time at $75.00 per hour		2,000.00
Overhead		3,000.00
Total cost		$31,000.00
Funds to be supplied by:		
Pinellas County (For salaries of professional personnel)	$4,000.00	
Total non-Federal support of project		4,000.00
Federal support requested		$27,000.00

APPLICATION TO THE COMMISSIONER OF EDUCATION, U. S. OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, FOR A GRANT TO SUPPORT A RESEARCH PROJECT UNDER THE PROVISIONS OF TITLE VII OF THE NATIONAL DEFENSE EDUCATION ACT OF 1958 (P. L. 85-864)

ABSTRACT

Submitted by: Pinellas County Board of Public Instruction

Principal Investigator: Walter N. Durost, Ph.D., Director of Educational Services
Pinellas County Board of Public Instruction

Title: The Provision of Pre-School Experiences by Educational Television to Orient and Motivate Children Entering Grade 1, and to Facilitate Their Adjustment to Group Activities.

Problem: With the disappearance of Kindergarten from the educational program in Pinellas County, first grade teachers have been forced to assume the added burden of helping young children make their first adjustment to group activity. This program proposes to provide some experiences by educational television which will speed up this adjustment.

The program will be aimed for both children and for parents, and will convey, insofar as it is possible to do so, all the basic information required to make the adjustment to school smooth and uneventful.

Parents will be informed as to their duties and responsibilities prior to school registration; children will be introduced to actual classroom experiences via sound motion pictures; and finally, suggested activities will be presented which will prepare the child for the type of activity he will undertake in school.

Objectives: The primary objective of this program is to substitute a vicarious experience via television for actual experience in the Kindergarten classroom as a means of bridging the gap between the home environment and the school environment.

Procedure: The programs are currently planned for one hour, half of the time to be spent in activities involving the children, half to be spent in orientation activities for parents. This division of time may be changed and the hours time per day divided into two half-hour telecasts if this seems advisable.

Subsequent to the television programs, which will be telecast during the month of August parents will be asked, at the time of school registration, whether or not they participated in viewing the telecast at home. If they did, they will be asked to fill out a public opinion poll indicating their appraisal of the program. In addition, first grade teachers will be requested to view all of the programs in order to evaluate them from the point of view of their effectiveness and completeness.

Metropolitan Readiness Tests will be administered to all children entering grade 1, and those viewing the telecast will be compared to a random sample of the total population.

Subsequently, an additional achievement test will be administered after the end of the first semester, and again a comparison will be made between the total group and the television-oriented group.

All the results will be punched into IBM cards for suitable statistical analysis.

Time Schedule: The telecast will be put on the air during the month of August every weekday for four weeks. The additional testing and polling will be carried on as indicated above, with the final testing being done sometime between February and April.

Budget: [1]

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[1] Since the administration of readiness tests and first grade achievement tests is routine as a part of our county-wide testing program, no funds appear in this application for the cost of materials or processing the tests. This can be considered to be a contribution made by Pinellas County to the furtherance of this project.

APPENDIX V

SPECIFICATIONS OF CAMERA EQUIPMENT PURCHASED FOR PROJECT "WHEN IS SEPTEMBER?" BY PINELLAS COUNTY BOARD OF PUBLIC INSTRUCTION

1 Auricon Pro-600 Camera Head (self-blimped), Model CM-75, with built-in features, power cord, and instructions (115 volts 60 cycles)

1 3-lens Turret, installed. Includes turret lock-knob.

1 Model "S" Modulite Sound-on-Film Recording Galvanometer, installed.

1 Auricon Amplifier, Model NR-25-S7, for use with Modulite Galvanometer, including E-6 microphone, microphone cable, deskstand, all tubes, batteries, connecting cables and instructions (less headphones), in heavy duty fibre carrying case.

1 Telefinder Optical System installed.

1 Telefinder Objective, 3", K#2191.

1 Auricon Auto Parallax View Finder, Model EIF-20, mounted on a special Pro-600 camera door, furnished in place of regular zoom-lens door; with mattes for 1", 2" and 3" lenses.

3 TV Mattes for EIF Finder (17 mm, 25mm, and 2.5").

1 Critical Ground-Glass Focussing System, installed.

1 Plain Zoom-lens Door for Pro-600, K-4230.

1 Auricon TVT Shutter, installed.

2 600-foot 16mm Film Magazine, M-75-6.

2 Sets of Spindles for daylight loading spools, installed in above.

1 Carry Truck for Auricon Pro-600, K-3742.

1 Auricon Tripod Model FT10.

1 Pan Cinor Lens to fit Auricon Cinevoice 600 Camera.